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Evaluation must be an integral part of the educational process concerned with the continuing development of better procedures and techniques for measuring outcomes of the educational program. The best evaluation is carried on by the local school district as self-evaluation. The manual provides forms for self-evaluation of vocational-technical school programs in the areas of administration, school plant (physical facilities), school library, student activities, guidance, agriculture, business education, distributive education, home economics, technical and industrial education, and general shop-laboratory. The criteria in each area is listed with a 3-point rating scale and a space for explanatory notes. The self-evaluation process should be directed by a steering committee and involve the entire staff of the vocational-technical school. Each staff member should serve on a sub-committee in addition to completing a self-evaluation form in his own area. The steering committee should be responsible for developing a final report from sub-committee reports. As a result of the evaluation, in-service programs should be instituted to bring about the indicated needed improvements. Procedures for evaluations conducted by the Pennsylvania Department of Public Instruction, Division of Evaluation are included. (HC)

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Evaluative CRITERIA Vocational and Technical Programs..1967

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

VT004176

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATIVE CRITERIA for VOCATIONAL TECHNICAL PROGRAMS

by

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF CURRICULUM PLANNING AND SCHOOL EVALUATION
1967

PREFACE

This evaluative instrument is largely the result of the efforts of the staff of the Division of Evaluation, Department of Public Instruction in Harrisburg. The need for such an instrument became apparent at a regional conference on Vocational and Technical Education held by the U. S. Office of Education in New York City in February, 1966. The concern for evaluation of vocational programs was spurred by the passage of Public Law 88-210, commonly referred to as the "Vocational Education Act of 1963."

According to the law:

Sec. 4 (a) Except as otherwise provided in subsection (b), a State's allotment under section 3 may be used, in accordance with its approved State plan, for any or all of the following purposes:

> (6) Ancillary services and activities to assure quality in all vocational educational education programs, such as teacher training and supervision, *program evaluation,* special demonstration and experimental programs, development of instructional materials, and State administration and leadership, *including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.*

Sec. 5 (a) A State which desires to receive its allotments of Federal funds under this part shall submit through its State Board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which—

> (2) . . . in allocating Federal funds to local educational agencies in the State, which policies and procedures insure that due consideration will be given to the results of periodic evaluations of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities, and to the relative vocational education needs of all groups in all communities in the State . . .

In developing the criteria, an exhaustive review of the educational literature was conducted. Tentative instruments were developed and critically analyzed by specialists in the Department of Public Instruction and then field tested throughout the Commonwealth. Criticisms and suggestions were judged in light of the function of this office prior to their incorporation in the final revised instrument.

The materials are subject to continuous review and revision based upon further usage and experience. The instrument is currently being utilized for the evaluation of vocational-technical programs in Pennsylvania by a professional team of evaluators. The criteria are offered in the spirit that others may be able to adapt the materials to their own specific needs and by so doing, further improve the value of the instrument.

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VOCATIONAL-TECHNICAL SCHOOL EVALUATION CRITERIA

Part I

INTRODUCTION

The purpose of the Vocational Education Act of 1963 is to encourage schools under public supervision and control in vocational education to improve, strengthen, and expand vocational programs to train individuals for gainful employment.

Legislation at the national level has been designed to assist schools to:

1. Maintain, extend, and improve existing programs of vocational education.
2. Encourage the development of new programs in vocational education.
3. Provide more vocational opportunities for persons of all ages.

The act specifically provides for:

1. Vocational education for persons attending high school.
2. Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.
3. Vocational education for persons who have entered the labor market and need training or retraining to achieve stability or advancement in employment.
4. Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs.
5. Construction of area vocational education facilities.
6. Ancillary services such as teacher education, demonstration and experimental programs, development of instructional materials, program evaluation, research, and guidance services.

Pennsylvania has accepted the challenge to improve the quality of its entire educational program. The General Assembly of the Commonwealth of Pennsylvania passed the "Act of the General Assembly No. 299" on August 8, 1963 as the first step towards improvement. This Act is commonly referred to as "The Reorganization Act." It hopefully will reduce the number of school districts from 2,056 in 1963-64 to 466 in the 1966-67 school year. Provision for evaluation is stated in Section 290.0. It reads:

> Section 290.1 Educational Performance Standards.—To implement the purpose of this subdivision, the State Board of Education, as soon as possible and in any event no later than July 1, 1965, shall develop or cause to be developed an evaluation procedure designed to measure, objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth. The evaluation procedure to be developed shall include tests measuring the achievements and performance of students pursuing all of the various subjects and courses comprising the curricula. The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program. Tests developed under the authority of this section to be administered to pupils shall be used for the purpose of providing a uniform evaluation of each school district and the other purposes set forth in this subdivision. The State Board of Education shall devise performance standards upon the completion of the evaluation procedure required by this section.

The State Plan for Administration of Vocational Education was approved by the State Board of Education on November 13, 1964. By this action, the "State Plan" in effect became the law of the Commonwealth. In essence, it details the methods to be employed at the state level necessary to accomplish the provisions of the federal act. Provisions for evaluation are enumerated in several paragraphs of the "State Plan". Among the more significant factors enumerated are:

> 1.32-1 The policies and procedures to be followed by the State in allocating Federal funds allotted under section 3 the 1963 Act for direct expenditure by the State Board and for expenditure by local educational agencies include the following:
>
> 1.32-11 The State staff will make periodic evaluation of vocational education programs and services to provide information enabling the State Board to make allocation of funds on an equitable basis. Evaluations will consider (a) needs of all persons of all age groups in all communities, (b) manpower needs and job opportunities, (c) accessibility of voca-

tional education to all persons, (d) quality of programs, (e) and suitability of vocational education to the needs, abilities, and interests of students.

1.32-14 The division of funds will be based on the determination of respective needs resulting from periodic review and evaluation.

The three acts mentioned, are attempts to improve the quality of the educational program. Evaluation is one important procedure to be employed in attaining continual educational progress.

Finally, the Department of Public Instruction is concerned with the quality of education—with wise choices by students, with an adequate supply of materials and equipment, and with research on problems and a continuous search for solutions.

Part II

EVALUATION—PHILOSOPHY AND PROCEDURES

Philosophy of Evaluation

Evaluation exists as one means of ascertaining the present status and development of the educational program. The evaluation results permits the education program to be analyzed so that continuous improvements can be made. Certain goals must be judged worthy of possible attainment to bring about improvement.

Evaluation must be flexible and subject to change to be of most value. Evaluation must stress the essential elements that have the greatest possibility for improved performance and function. The evaluation procedure should stress the forward look—the forward march toward constant improvement and growth of quality education.

The best evaluation is carried on by the local district as self-evaluation. Records should be retained by the local district of its own evaluation efforts. As a possible aid in self-evaluation, these performance criteria have been developed to:

1. Help each school system discover and introduce program changes that would improve the quality of education.
2. Help keep the educational programs in balance and definitely related to the needs of the pupils and the future trends in employment.
3. Help maintain flexibility and, in the assessment of effectiveness, recognize that there are many differing conditions of the home, school, and community, and personal individual differences which relate to what a given school can accomplish.
4. Help develop better performance criteria and anticipate for situations where better measurement devices, as well as feasibility as to what can be evaluated and how it can be evaluated, all interact to express valid performance and provide for further evaluation progress.
5. Help each school see how its pupils are approaching in their attainments the levels of accomplishment specified by appropriate performance criteria.

Purposes of Evaluation

The purposes of the evaluation by a state agency are more complex than simply meeting legal requirements. It is hoped through the evaluative process to improve the existing educational program of a vocational-technical school. Specifically the Department of Public Instruction hopes to:

1. Stimulate action in the field about the education evaluation concept.
2. Maintain an atmosphere conducive to the improvement of instruction throughout the vocational-technical schools of the Commonwealth.
3. Provide a means of promoting improvements in the operation of the vocational-technical school program.
4. Emphasize a broad program of occupational, vocational, and technical opportunities in the educational program.
5. Focus attention upon the pupils and their needs; the offerings and instructional program; teaching effectiveness, and the outcomes resulting from the program.
6. Help the school district evaluate itself.
7. Place emphasis on functions and effectiveness in the vocational-technical educational program.

As we look ahead in vocational educational evaluation, the challenge of constant change presents various problems:

Differentiation of educational roles
Methods of inquiry unique to each field
The wise use of increasing amounts of leisure time
Encouragement of life-long educational opportunities
Impact of technological changes
Social characteristics of megalopolis
Increasing citizenship responsibilities
Retraining programs
Increasing governmental controls—from conception to implementation

No master plan can possibly fit all situations. As success is reached in some areas, additional problems arise as a result of this successful situation. Change creates new situations for which there are no ready made answers.

Evaluation, too, must be an integral part of the learning process concerned with the continuing development of better procedures and techniques of measuring outcomes of the educational program so as to point the way toward further needs for improvement in the search for promising practices resulting in the desire and effort to obtain aspects of quality education.

Innovations and experiments are the vehicles necessary to help the educational system adapt rapidly to new conditions. Adaptation in education is a continuous process.

Utilization of the Evaluation Instrument

The purpose of this manual is to suggest generally acceptable procedures and methods that have proven effective in the operation of vocational and technical programs.

This manual may be used in its entirety, sections may be added or deleted based upon the local needs, to improve the quality of the particular evaluation. Following are some uses of the instruments:

1. The Education Evaluation Advisers of the Division of Evaluation may use the entire document or individual sections to evaluate a total program or any single aspect of the program.
2. The Vocational Area Supervisors may use any section of the manual to study any segment of a program that needs attention.
3. The individual instructor may use Section X or XI as a check on the effectiveness of his own offering. For example, Section VI may be used for the same purpose by the Vocational Agriculture teacher. Section VIII is designed for the program in Distributive Education.
4. The local school administrator may use Section I as a check of his administrative program. He may also utilize any other section to study the effectiveness of any segment of his total program.
5. The entire document may be utilized by both the administration and the faculty for a self appraisal of the entire vocational-technical program.
6. Section XI entitled "General Shop-Laboratory Survey", is designed as a general instrument to evaluate a shop-laboratory program that is not readily accommodated by any of the other sets of criteria. It itemizes accepted practices that are indicative of quality programs.

The instructor must use discretion in determining precisely what instrument should be used as an aid in the self evaluation of his program. The limited number of criteria presented cannot possibly cover all existing conditions. Awareness of this limitation will assist the instructor in adapting his chosen self evaluation instrument to meet his particular situation. Individual criteria or sections or instruments that are not appropriate need not be utilized. On the other hand, apparent omissions for particular programs may be added and evaluated. In this manner, any program may be evaluated to some degree of depth and with some validity.

Determining the Need for an Evaluation

The need for evaluation of a particular program may be determined by various means. A state official may deem it necessary to evaluate a program in order to study a problem or simply ask for an evaluation as a routine administrative practice. Members of the local Board of Education, the local administration, the general advisory, the professional advisory, or a craft advisory committee may request an evaluation. These requests must be written and addressed to the Coordinator of the Division of Evaluation. Once the Coordinator has approved the evaluation, a member of the staff will be assigned as chairman of the evaluating team.

Responsibilities of the Evaluation Chairman

The chairman of the evaluation team should select the necessary members of the staff to serve on the team. The size of the program being evaluated should determine the size of the team. Membership on the evaluation team should be limited to professional staff members only. The past experiences of the members should be considered in their selection. At least one member of the team should have had a first hand experience in the areas of administration and supervision, vocational curriculum, and physical facilities. Additional educational experiences of the members of the team should be as broad as possible.

Evaluation Procedures

The following suggested procedures are for those evaluations conducted by the Department of Public Instruction, Division of Evaluation.

The School District to be Evaluated is Notified in Writing:

1. That an evaluation of the school will take place
2. To organize an orientation meeting with the professional staff and D.P.I. personnel
3. Of the membership of the evaluation team that will visit the school

The Orientation Meeting

1. An overview of the orientation procedures and purpose of evaluation will be presented by D.P.I. personnel
2. A suggested organization for evaluation of the school will be presented to the chief school administrator
3. Self-evaluation forms will be furnished
4. A tentative time table for the evaluation process will be presented to the staff

Materials to be Returned to the Division of Evaluation

1. All self-evaluation instruments in a completed form
2. The local district's philosophy of vocational-technical education
3. The aims and objectives of local vocational-technical school programs
4. Copies of the local vocational-technical school curricula
5. Courses of study for each program offered by the area vocational-technical school
6. Vocational-technical school's personnel organization chart
7. Personnel of local representative vocational-technical advisory and craft committees
8. List of chief employers of graduates from the local vocational-technical school programs
9. Copies of reports of graduates, drop-outs, and other available statistical information pertaining to pupils

10. Outline of guidance program and procedures including:
    (a) Selection
    (b) Placement
    (c) Follow-up
    (d) School adjustment procedures
11. Copies of annual reports, recent surveys, and recommendations made by the local administrators of vocational education programs should be made available to the evaluation team
12. An outline of procedures in requisitioning and receiving tools, supplies and equipment
13. Plans for the professional improvement of the vocational-technical staff
14. Copies of the vocational-technical school budget and audit for the current year and for the two previous years if available
15. Handbooks
    (a) Teachers
    (b) Pupils
16. Organizations of the school personnel for the evaluation process
    (a) Overall responsibility—name and title of individual
    (b) Committee organization and membership
    (c) Written committee reports
17. Other significant documents

Duties of the Evaluation Staff of the Pennsylvania Department of Public Instruction

1. Preliminary review by the evaluation staff of the materials which were assembled by the local school administrators. This preliminary review is for the purpose of securing an over-all picture of the materials and programs to be studied and evaluated
2. Preliminary conference of the personnel of the evaluation staff with the chief school administrator, high school principal, director of guidance, and other chief administrative school officials. The purpose of this preliminary conference is to make certain that all present have a clear understanding of:
    (a) The purpose of the evaluation
    (b) The techniques to be used in the evaluation
    (c) The methods to be used in reporting the findings, commendations, and recommendations of the evaluations by the evaluation staff
    (d) The need for enlisting the cooperation and assistance of the local school administrators, the vocational-technical and the general education teaching staffs, the representative vocational-technical advisory committee, and the vocational-technical pupils
3. Visit shops, laboratories, classrooms, and libraries, making the necessary observations, interviews, and notes in order to check the information desired on their particular assignment
4. Prepare and submit a written report of their findings, commendations, recommendations, and priority for improvement

Post Evaluation Duties of the School

1. Report annually on the progress made concerning recommendations of evaluation committees

The Final Report

The chairman of the evaluation team will assemble and submit to the area vocational-technical school a report covering the evaluation of their program. This report may cover the following items:

1. A foreword by the chairman
2. The listing of the personnel of the evaluation team
3. Introduction
    (a) The local philosophy of vocational-technical education
    (b) The aims and objectives of the local program
4. Commendations
    (a) Administration and Supervision
    (b) Instruction
    (c) The School Plant
    (d) Guidance Program
    (e) Student Activities
    (f) The Library
5. Observations and Recommendations
    (a) Administration and Supervision
    (b) Instruction
    (c) The School Plant
    (d) Guidance Program
    (e) Student Activities
    (f) The Library
6. Conclusions

The Self-Evaluation of a Vocational-Technical Program

The following suggestions are offered in conducting a self-evaluation of a vocational-technical school program.

1. The staff should be sincerely interested in conducting the evaluation, and should be willing to participate in the effort to improve the instructional program. Results obtained from this process will directly reflect the effort of the professional staff in conducting the evaluation. Responsibility for properly introducing the idea of evaluation and maintaining the interest of the staff throughout lies with the school administration. If properly handled, the process should become self perpetuating.
2. The entire staff of a vocational-technical school should participate in evaluating the program. Forms may be utilized by individuals to self-evaluate their phase of the program, however, greater benefits may be derived if each instructor looks at the total program of the school.
3. A steering committee should be appointed to organize the entire self-evaluation. This committee

should form sub-committees to evaluate various aspects of the total programs such as philosophy and objectives, administration and supervision, guidance services, the instructional program, the physical plant, student activities, and library services. These sub-committees should summarize their results in a formal report to the steering committee, who in turn will analyze the reports and develop a comprehensive report of the findings and recommendations. A copy of this final report will be sent to the D.P.I. along with the other requested documents for analysis.

4. Each staff member should be placed on a sub-committee in addition to the completion of a self-evaluation form.
5. The more time that can be devoted to an evaluation will generally produce a study of higher quality.

   A suggested schedule for accomplishing an evaluation within the school year is shown on the next page.
6. As sub-committees complete their work, reports should be sent to the steering committee. These reports must include areas of strength, areas of needed improvement, as well as suggestions for bringing about these needed improvements.
7. The steering committee should analyze the reports of the sub-committees and develop their own final report. At least two copies of this final report should be sent to the Division of Evaluation for further analysis.
8. As a result of the evaluation, in-service programs should be instituted to bring about the indicated needed improvements. A system of priorities should be developed to permit an organized logical approach to improve the indicated areas of weakness. An evaluation of this type can lead to a long range program of in-service activities.

A SUGGESTED TIME TABLE FOR EVALUATION

Step

1. Notification of Evaluation

One Month

2. Initial Conference with Administration and Faculty

3. Implementation of Self-Study

Three Months

4. Sub-Committee Reports

One and A Half Months

5. Steering Committee Final Report

One Month

6. D.P.I. Review of Submitted Material

One Month

7. On-Site Evaluation

One Month

8. Report of Evaluation by D.P.I.

Part III

EVALUATION FORMS

ADMINISTRATION	A
SCHOOL PLANT (PHYSICAL FACILITIES)	B
SCHOOL LIBRARY	C
STUDENT ACTIVITIES	D
GUIDANCE	E
AGRICULTURE	F
BUSINESS EDUCATION	G
DISTRIBUTIVE EDUCATION	H
HOME ECONOMICS	I
TECHNICAL & INDUSTRIAL ED	J
GENERAL SHOP—LABORATORY	K

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION A—ADMINISTRATION

Directions

- The items listed consist of general standards and practices that indicate good administrative and supervisory practices.
- Please check the items as follows:

  Check column 3 if you consider the item an excellent aspect of your program.
  Check column 2 if you would consider the item as average.
  Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. PHILOSOPHY

3 2 1

1. A written statement of philosophy exists, and is used as a basis for discussion and information by the professional staff. ☐ ☐ ☐
2. The vocational-technical school program is comprehensive enough to provide instruction for different ability levels—occupational, skilled, and technical, these to be correlated with related content. ☐ ☐ ☐
3. As a condition for admittance and continuation in the program, the school considers evidence of pupil interests, aptitudes, and abilities. ☐ ☐ ☐
4. The assistance and cooperation of high school and junior high school principals and guidance personnel are considered as important factors in the operational procedures. ☐ ☐ ☐
5. Courses are provided for girls and boys as needs and future trends point up employment opportunities. ☐ ☐ ☐
6. The school is a community enterprise seeking advice, suggestions, and cooperation of representative advisory committees and welcoming opportunities for cooperation with community groups for the purpose of improving the vocational-technical school program. ☐ ☐ ☐
7. In addition to in-school youth, the vocational-technical school provides a comprehensive continuing program for out-of-school youth and adults in basic occupational preparation, and retraining opportunities as the need for such efforts is indicated. ☐ ☐ ☐
8. The school administration shows support and encouragement for a balanced vocational-technical school program and breadth of offering of wage earning occupations and a supporting program of academic education. ☐ ☐ ☐
9. The administration actively supports a program of in-service improvements including extension of teacher preparation to cope with needs of youth. ☐ ☐ ☐
10. Pupils' club or organization activities are available as an aid to develop the abilities, understanding, personality, and cultural attainments of the pupils. ☐ ☐ ☐
11. Suitable instructional procedures and methods are used in adult classes and efforts are made to orient staff members in how to teach adults. ☐ ☐ ☐
12. There is a local evaluation procedure through which each year studies and reports on some phase of the program are made. Such reports are filed for further use and as evidence of necessary change. ☐ ☐ ☐
13. The public relations aspects of the vocational-technical school program are promoted to develop a proper image of the entire program in the experiences of the various public groups with the community. ☐ ☐ ☐
14. On-the-job experience programs are carefully supervised and constitute a series of learning experiences for the pupil to improve his chances for advancement and security in his career position. Classroom instruction is coordinated with supervised job experience. ☐ ☐ ☐
15. Activities, such as clubs, career conferences, industrial visits, are used in the development of the proper image of the job or position in the minds of vocational-technical students. ☐ ☐ ☐
16. Each vocational subject shall have the opportunity to exhibit its projects and program to the public. ☐ ☐ ☐
17. A planned program of safety instruction is evident and related in performance to on-the-job situations. *Safety* is always a *key point.* ☐ ☐ ☐

3 2 1

18. Experiences are designed to assist pupils to make adjustments to economic, industrial, and social changes. ☐ ☐ ☐

19. Working and problem solving situations that encourage creativity are provided for the pupils. ☐ ☐ ☐

20. Cooperation with participating districts is encouraged to promote efficient operation. ☐ ☐ ☐

21. List methods used to promote cooperative efforts with the participating school districts.

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COMMENT:

B. BOARD OF EDUCATION

3 2 1

1. The responsible board assumes the obligation for the initiation, the promotion, and the development of the vocational-technical program and serves as the coordinating and administrative force to carry out necessary legal procedures. ☐ ☐ ☐
2. The board delegates executive functions to the superintendent. ☐ ☐ ☐
3. The board makes decisions after receiving the recommendations from the administration. ☐ ☐ ☐
4. The board authorizes the preparation and presentation of an annual budget. ☐ ☐ ☐
5. The board elects employees only on recommendation of the administrator. ☐ ☐ ☐
6. The board functions only when in official session. ☐ ☐ ☐

	3	2	1
7. The board recognizes its responsibility for protection and economical expenditure of public funds.	☐	☐	☐
8. The board formulates regulations after careful study and upon the recommendation and advice of the administration.	☐	☐	☐
9. The board arranges for a system of management and accounting to regulate the business affairs of the school system.	☐	☐	☐
10. The board carefully considers the recommendations of the general advisory committee.	☐	☐	☐
11. The board is well informed concerning the vocational-technical program.	☐	☐	☐
12. The board through administrative channels exercises proper control in the filing of all necessary reports.	☐	☐	☐

COMMENT:

C. ADMINISTRATIVE STAFF

	3	2	1
1. The chief administrator actively supports the vocational-technical program.	☐	☐	☐
2. The administrative staff has an understanding of the vocational-technical program.	☐	☐	☐
3. The administrative staff conducts periodic program reviews to determine the need for:			
a. Program changes	☐	☐	☐
b. Increasing program support	☐	☐	☐
c. Improvement of various phases of program	☐	☐	☐
4. The administrative staff uses as its consultants, supervisors for each division of its program.	☐	☐	☐
5. The General Advisory, Professional Advisory, and the Craft Advisory Committees advise and help in the continuous development of program plans.	☐	☐	☐
6. The administrative staff strives to attain a quality program by:			
a. Securing a competent, certificated, and adequate staff	☐	☐	☐

3 2 1

b. Using a teaching load commensurate with good instructional and safety practice ☐ ☐ ☐

c. Exerting leadership responsibilities that relate to the guidance functions of pupil selection, placement and follow-up ☐ ☐ ☐

d. Carefully observing the effectiveness of the program of studies ☐ ☐ ☐

e. Developing teacher participation in policy decisions. ☐ ☐ ☐

7. The administrative staff encourages opportunities for high school, out-of-school youth, and adult education. ☐ ☐ ☐

8. The administrative staff stresses the importance of public and professional relationships. ☐ ☐ ☐

9. The administrative staff uses local self-evaluation of its educational objectives in order to determine the extent of their attainment and the need for adjustment of program. Evaluation is an important phase of the instructional process. ☐ ☐ ☐

10. The chief administrator has developed a program to inform the administrative staff of the home high schools (Junior and Senior Highs) concerning the vocational-technical school as to its philosophy, objectives and program. ☐ ☐ ☐

11. The chief administrator has sufficient personnel to successfully administer the program. ☐ ☐ ☐

COMMENT:

D. STAFF

1. The staff is numerically adequate for the program offered. ☐ ☐ ☐

2. List number of personnel in each of the following (Secondary programs only):

.... Administrators
.... Coordinators
.... Instructors (Vocational Shop-Laboratory)
.... Instructors (Academic program)

.... Guidance Counselors
.... Specialists and Consultants
.... Librarians
.... School Nurse
.... Secretaries
.... Clerks
.... Custodians
.... Maintenance Workers
.... Supervisors
.... Others (Specify)

3. The number of pupils enrolled in the secondary program is ....

4. The number of shop-laboratories available for secondary vocational-technical instruction is ....

5. The type of vocational-technical program followed is: (Check one)

.... Comprehensive vocational-technical school
.... Half-day turn about
.... One or two week turn about
.... Other (Specify) ______________________________

COMMENT:

E. VOCATIONAL-TECHNICAL SCHOOL ADMINISTRATOR

	3	2	1
1. A certificated administrator of the vocational-technical school is responsible for the administration and supervision of the total program of the school.	☐	☐	☐
2. Leadership responsibilities of the administrator are definite and point out shared responsibilities as well as relationships to advisory groups and consultants and other supervisors.	☐	☐	☐
3. The concern of the administrator is to encourage effective teaching as reflected by:			
a. Staff selection	☐	☐	☐
b. Variety, quality, use of instructional materials and supplies and the proper maintenance of equipment	☐	☐	☐
c. Organization and use of physical facilities	☐	☐	☐
d. Flexibility of scheduling	☐	☐	☐
e. Emphasis in the planning and preparation for instruction	☐	☐	☐
f. Encouragement of experimentation and use of a variety of methods and techniques appropriate to the teaching task	☐	☐	☐
g. Evaluation of instruction through procedures of measuring growth in terms of requirements related to stated objectives, effectiveness of instruction, and growth in learning	☐	☐	☐
4. The administrator emphasizes the importance of:			
a. The extent that curriculum offerings are consistent with present conditions and procedures	☐	☐	☐
b. Variety of offerings in terms of community area and pupil's needs	☐	☐	☐
c. The program reflecting the ever changing needs of the service area	☐	☐	☐
5. The administrator realizes the importance of a planned program for the development of public and professional relationships and utilizes:			
a. Services available through the vocational-technical education program	☐	☐	☐
b. Educational needs of public school youth	☐	☐	☐
c. Community resources (places—people)	☐	☐	☐
d. Opportunities for teachers to participate through community organizations, professional organizations, articles for publication, opportunities to speak before various organizations, and attendance and participation in workshops and conventions	☐	☐	☐
e. The needs and accomplishments of the vocational-technical program	☐	☐	☐
f. Accomplishments of pupils and alumni	☐	☐	☐
g. Exhibits, displays, special days and events	☐	☐	☐
h. Broadcasts and publications as media and devices for continuing support and public information	☐	☐	☐
6. A professional advisory council, composed of the chief administrative officers of each participating school system shall advise the vocational principal on matters concerning the organization and operation of the program. Evidence of these cooperative efforts exist in the attainment of improvements in the organization and operation of the program.	☐	☐	☐

COMMENT:

COMMENT (Cont.)

F. SUPERVISION

	3	2	1
1. The administrator of the vocational-technical school regularly:			
a. Conducts scheduled meetings with teachers using a cooperatively prepared agenda	☐	☐	☐
b. Observes teacher instruction and discusses performance resulting in written suggestions for continued improvement	☐	☐	☐
c. Reviews with teachers periodic written plans for improvement of program	☐	☐	☐
2. The administrator of the area vocational-technical school sees that:			
a. The teacher meets with the craft advisory committee and considers their recommendations	☐	☐	☐
b. Course content is determined following review and discussion between craft advisory committee and school personnel	☐	☐	☐
c. Course objectives are reviewed periodically	☐	☐	☐
d. The principal meets with the professional advisory committee	☐	☐	☐
e. Written courses of study are developed cooperatively and approved by the craft advisory committee	☐	☐	☐
3. Local program evaluation is considered as a vital part of the instruction program.	☐	☐	☐
4. Class size is determined to promote teaching effectiveness in relation to facilities, space, equipment and materials and state policy regulations.	☐	☐	☐

COMMENT:

G. THE PROGRAM OF STUDIES (CURRICULUM AND SUBJECT OFFERINGS)

	3	2	1
1. Subject matter areas have been established to meet placement opportunities in the geographical areas.	☐	☐	☐
2. There is a description of academic subjects offered and scheduled from each school whose students attend the area vocational-technical school.	☐	☐	☐
3. The program provides opportunity for the learning needs of varying types of abilities and interests of pupils.	☐	☐	☐
4. Standards of performance are in evidence and adhered to by the instructor.	☐	☐	☐
5. Curriculum shows evidence of planned revision and experimentation.	☐	☐	☐
6. The career objective of the individual student is a central theme in his particular program.	☐	☐	☐
7. The students enrolled in the program meet high school graduation requirements.	☐	☐	☐
8. There is a conscious effort to develop cooperation between the various vocational services.	☐	☐	☐
9. Club and organizational activities are available as extensions of learning activities.	☐	☐	☐
10. Correlation of classroom, shop, and laboratory instruction with work on the job is encouraged whenever possible.	☐	☐	☐
11. Opportunities are provided for advanced students to assume increased responsibilities in their instructional activities.	☐	☐	☐
12. Emphasis is placed on a continuous coordinated program of safety.	☐	☐	☐
13. A sequence of graded learning experiences is featured in the instructional program.	☐	☐	☐

COMMENT:

H. BUSINESS MANAGEMENT

	3	2	1
1. The accounting system gives a complete record of all funds received and expended and the amount and purpose of each transaction.	☐	☐	☐
2. Accurate financial reports are made at stated time periods to proper administrative authorities.	☐	☐	☐
3. All budget requests are supported by a statement of the needs of the educational program.	☐	☐	☐
4. Members of the school staff participate in the preparation of budget requests.	☐	☐	☐
5. Inventories of supplies, tools, and equipment are kept up to date and the items are charged to proper person, room, or department.	☐	☐	☐
6. Systematic inspection of all school property is made at stated time intervals.	☐	☐	☐
7. Emergency repair needs are reported immediately so that repairs are made promptly.	☐	☐	☐
8. Fire and other safety regulations are observed.	☐	☐	☐
9. Safety inspections are made periodically.	☐	☐	☐
10. The filing and office system efficiently handles necessary data and provides for access to various reports and records.	☐	☐	☐
11. There is a system of handling and accounting of funds used in each department, such as project money, fees for various purposes, etc.	☐	☐	☐
12. There are definite authorized travel regulations and policies.	☐	☐	☐
13. All legal requirements are met for necessary reports and records.	☐	☐	☐
14. The necessary forms are evolved from an agreement of administration, teaching staff, and advisory committees.	☐	☐	☐
15. There is a purchasing cycle that includes bids, contracts, delivery schedule, materials inspection, designated use, and payment for orders.	☐	☐	☐

COMMENT:

I. THE PUBLIC AND PROFESSIONAL RELATIONSHIPS

	3	2	1
1. Each division has an opportunity to present its program of public and professional relationships.	☐	☐	☐
2. Teachers are active participants in professional, business, and industrial organizations of the community.	☐	☐	☐
3. Community resources (people, places, products) are used to enrich the curriculum.	☐	☐	☐
4. Teachers write articles for publication and speak before business, industrial, and professional organizations.	☐	☐	☐
5. Various means are used to present and interpret the vocational-technical school program such as assembly programs, field trips, displays, exhibits, open house programs, student organizations and clubs, student and alumni activities, community participation, newspaper stories, education-business-industry days, radio and television broadcasts, and school publications.	☐	☐	☐
6. The public relations program presents to the public the programs offered and how they might fit the:			
a. Needs of public school youth	☐	☐	☐
b. Needs of the vocational-technical education program	☐	☐	☐
c. Accomplishments and strong points of the vocational-technical education program	☐	☐	☐
d. Accomplishments of pupils	☐	☐	☐
e. Occupational needs of the community	☐	☐	☐
7. Additional media used in public relations program includes such items as the school paper, pupil releases, parent releases, public paper of community, and yearbook.	☐	☐	☐
8. There is evidence of professional cooperative relationship with the following:			
a. School Administrators	☐	☐	☐
b. Staff of participating schools	☐	☐	☐
c. Departments of school system	☐	☐	☐
d. Guidance counselors	☐	☐	☐
e. State and national organizations	☐	☐	☐
f. Professional groups	☐	☐	☐
g. Government groups	☐	☐	☐
h. Other related groups	☐	☐	☐
9. Information furnished to the community includes the:			
a. Purposes and objectives of the vocational-technical school	☐	☐	☐
b. Program of studies of the vocational-technical school	☐	☐	☐
c. Instructional materials center and its services	☐	☐	☐
d. School staff-personnel and organization	☐	☐	☐
e. School plant and equipment	☐	☐	☐
f. Business management program	☐	☐	☐
g. Guidance program	☐	☐	☐
h. Program of safety and safety education	☐	☐	☐
i. Community organizations having relationships with the vocational-technical school	☐	☐	☐
j. Career and college opportunities open to graduates	☐	☐	☐

COMMENT:

J. EVALUATION AT LOCAL LEVEL

	3	2	1
1. Administrative, supervisory, and instructional staffs examine and discuss the total vocational-technical education program.	☐	☐	☐
2. Active lay groups (advisory committees and other groups) cooperative in evaluating vocational-technical objectives as well as personal use and nonvocational purposes.	☐	☐	☐
3. Evaluation is an integral part of instruction.	☐	☐	☐
4. Students participate in the evaluation of their own achievements through examining their:			
a. Records	☐	☐	☐
b. Examination results	☐	☐	☐
c. Progress charts	☐	☐	☐
d. Individual aptitudes and abilities	☐	☐	☐
e. Job standards of workmanship	☐	☐	☐
f. Performance test	☐	☐	☐
g. Follow-up data	☐	☐	☐
h. Personal traits and attitudes	☐	☐	☐
5. Pupils' use of graphic rating summary to show evaluation of their own achievements.	☐	☐	☐
6. Evaluation of knowledge, skills, and understandings is made in terms of requirements for initial employment.	☐	☐	☐
7. Follow-up studies are used as a means of evaluating the effectiveness of instruction.	☐	☐	☐
8. Evaluation emphasizes diagnosis of strengths and weaknesses as a basis for guiding learning activities.	☐	☐	☐
9. Evaluation of job progress is made jointly by employers and school representatives.	☐	☐	☐
10. Critical comparisons of industrial and business products and procedures are made in relation to school shop and laboratory work.	☐	☐	☐

	3	2	1
11. Evaluation of pupil progress is based upon a variety of related criteria and suitable techniques of appraisal.	☐	☐	☐
12. Evaluation is made of current course content and methods.	☐	☐	☐
13. Pupils' aptitudes, abilities, and home background are carefully considered in evaluation.	☐	☐	☐
14. The evaluation procedures and techniques are carefully reviewed and studied so as to introduce needed improvements.	☐	☐	☐
15. Individual progress records are used for guidance and placement purposes to identify problems of pupils and to identify pupils of unusual promise.	☐	☐	☐

COMMENT:

K. PRECIS

	3	2	1
1. Instruction in the various departments meets the needs of the pupils.	☐	☐	☐
2. Problems of instruction in the various departments are identified.	☐	☐	☐
3. Pupils are developing knowledge and understanding, skills and techniques necessary for entry employment.	☐	☐	☐
4. Pupils are developing attitudes and appreciation necessary for desirable employer-employee relations.	☐	☐	☐
5. Representatives of business and industry approve and cooperate with the program of the vocational-technical school.	☐	☐	☐
6. Graduates are successful in the occupational, vocational or technical job for which they were prepared.	☐	☐	☐
7. Pupils are growing in self-direction and in their ability to develop creative solutions to personal, economic, and social problems.	☐	☐	☐
8. Pupils are developing moral and ethical value standards related to job opportunities.	☐	☐	☐

	3	2	1
9. Pupils are informed about opportunities in the field of their training or in related fields.	☐	☐	☐
10. Pupils exhibit an interest in and an ability to practice principles of health, safety, fire prevention, sanitation, proper care and use of tools, machines, equipment, and supplies.	☐	☐	☐
11. Pupils have developed standards of good design, construction, and craftsmanship in their particular area of training.	☐	☐	☐
12. Pupils have developed knowledge and skill commensurate with their work needs.	☐	☐	☐
13. Follow-up studies reveal successful employment in jobs for which pupils were prepared.	☐	☐	☐
14. Advisory committees are organized and functioning in the operation of the program. These committees include:			
a. Professional advisory committee	☐	☐	☐
b. General advisory committee	☐	☐	☐
c. Craft advisory committees	☐	☐	☐

COMMENT:

L. SUMMARY

1. What do you feel are the strongest aspects of your administrative program?

2. What aspects of your administrative program are in need of improvement?

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION B—THE SCHOOL PLANT

Directions

- The items listed consist of general standards and practices for good physical facilities for shop-laboratory programs.
- Please check the items as follows:
  - Check column 3 if you consider the item an excellent aspect of your program.
  - Check column 2 if you would consider the item as average.
  - Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. SITE

	3	2	1
1. The site is adequate for the instructional program.	☐	☐	☐
2. The plot size and orientation of building provides for future expansion.	☐	☐	☐
3. The school site is adequately landscaped to enhance the appearance of the site.	☐	☐	☐
4. Ample parking facilities are provided for pupils, faculty, and visitors.	☐	☐	☐
5. There has been a continued conscious effort to eliminate possible safety hazards.	☐	☐	☐
6. The site is readily accessible.	☐	☐	☐
7. Consideration was given to selection of a central site to minimize pupil travel time.	☐	☐	☐

COMMENT:

B. THE BUILDING

	3	2	1
1. The building is structurally suitable for its intended purpose.	☐	☐	☐
2. Shop areas are constructed to conform to the requirements of the trade or occupation to be taught, school codes, building codes, the Department of Labor and Industry and regulations of the Division of School Construction of the D.P.I.	☐	☐	☐
3. Partitioning between instructional areas are non-load bearing to facilitate changes in shop-laboratory programs.	☐	☐	☐
4. Ceiling heights conform to the state recommended minimums for the activity.	☐	☐	☐
5. Shop-laboratory size conform to the state recommended minimum sizes for the activity.	☐	☐	☐
6. Available utilities are ample to meet the requirements of the vocational-technical program.	☐	☐	☐
7. Provision has been made for the future expansion of utility requirements where possible.	☐	☐	☐
8. Multiple instruction units provide at least 80% more space per additional instructor than required in a single instructor area.	☐	☐	☐
9. Glass areas meet the minimum state requirements or exceptions to this requirement have been granted by Department of Public Instruction.	☐	☐	☐
10. Adequate light is provided to meet the requirements for work in each part of the instructional area, corridors, office areas and storage areas.	☐	☐	☐
11. Adequate dust collection and exhaust systems are provided in necessary areas.	☐	☐	☐
12. Exhaust systems are controlled at the work station where possible.	☐	☐	☐
13. Heating is automatically controlled and locally zoned for the shop activity.	☐	☐	☐
14. Adequate air conditioning is available where necessary.	☐	☐	☐
15. Related activity shops are grouped near each other to facilitate cross scheduling of instructional units.	☐	☐	☐

	3	2	1
16. High noise levels shops are isolated or adequate sound proofing has been provided to eliminate undue interference with other school facilities.	☐	☐	☐
17. Heavy equipment shops are located on the ground floor.	☐	☐	☐
18. Classroom facilities are provided for instruction in theory, reference work and related studies.	☐	☐	☐
19. Adequate exhibit and display cases are provided in the lobby, corridors and individual shops.	☐	☐	☐
20. Foundation, wall and roof are properly load stressed if future expansion indicates the addition of another floor.	☐	☐	☐
21. The shop-laboratories are constructed to facilitate cleaning and maintenance.	☐	☐	☐
22. The entire building facility is regularly cleaned.	☐	☐	☐
23. A first aid station is provided in each building.	☐	☐	☐
24. Corridors are double loaded where possible to minimize the space allotted to an area that has a low volume of traffic and minimal usage.	☐	☐	☐
25. The types of floors are appropriate to the work taking place in the shop-laboratory.	☐	☐	☐
26. The floors are kept in good condition and do not present a safety hazard to the pupils.	☐	☐	☐
27. The shop facility is provided with at least two exits that meet the Department of Labor and Industry and school code requirements.	☐	☐	☐
28. The building is provided with a service entrance and loading equipment to facilitate the movement of heavy equipment.	☐	☐	☐
29. A central library is provided within the school primarily devoted to technical publications.	☐	☐	☐
30. The shop-laboratory arrangement will allow for expansion of building facilities with a minimum of effort and expense.	☐	☐	☐

COMMENT:

C. THE SHOP-LABORATORY

	3	2	1
1. Lavatory, fountain and common waste units are provided in each shop with adequate space around each common wash fountain.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. A master power control panel with lock and pilot lights is located in each shop near the instructor's area with at least three additional emergency stop-buttons located in other areas of the shop.	☐	☐	☐
4. Machines are equipped with safety devices.	☐	☐	☐
5. All switches and electrical controls are clearly marked.	☐	☐	☐

	3	2	1
6. Approved fire safety devices shall be provided as required for shop-laboratory areas.	☐	☐	☐
7. Appropriate first aid kits are available in each shop-laboratory.	☐	☐	☐
8. Adequate space is provided for the instructor's headquarters.	☐	☐	☐
9. Visual control and supervision of all instructional areas are possible for the shop-laboratory instructor.	☐	☐	☐
10. The shop-laboratory is suitably equipped with the necessary tools, machines and equipment to effectively educate pupils in the trade or occupation in which the training is given.	☐	☐	☐
11. The shop is well-planned and arranged for instructional purposes. The instructional arrangement simulates industrial practices.	☐	☐	☐
12. Work benches, storage cabinets, lockers, shelving and other furniture are standard in size, construction and finish when possible.	☐	☐	☐
13. Where applicable, floor space is provided for large job assembly.	☐	☐	☐
14. Suitable pupil job storage facilities are provided for work in progress.	☐	☐	☐
15. Tool panels are located near the work stations for regularly used tools and instruments.	☐	☐	☐
16. A tool crib or cabinet is provided for the storage of tools and small supplies.	☐	☐	☐
17. Ample storage is provided for those shop-laboratories that maintain a reserve or seasonal supply of materials.	☐	☐	☐
18. A reference library is provided in each shop.	☐	☐	☐
19. Moving parts of machines are finished in a vivid color to attract attention.	☐	☐	☐
20. Quiet operating machines have red operating indicator lights.	☐	☐	☐
21. Noisy equipment is muffled and mounted on shock absorption material.	☐	☐	☐
22. Machines, work stations and tool panels are arranged for efficient operation.	☐	☐	☐
23. Aisles permit the free flow of traffic.	☐	☐	☐
24. Spacing between machines, benches and aisles is adequate for passage and to minimize interference with the work.	☐	☐	☐
25. Machines are adequately guarded.	☐	☐	☐
26. An adequate clear floor space is provided in front of entrances, exits, tool panels and wash fountains.	☐	☐	☐
27. Non-portable equipment is secured to the floor or bench.	☐	☐	☐
28. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
29. Industrial type hand tools are utilized.	☐	☐	☐
30. Industrial machines are utilized.	☐	☐	☐
31. All electrical equipment is properly grounded.	☐	☐	☐
32. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
33. Provisions are made for the use of visual aids.	☐	☐	☐
34. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
35. Adequate utilities are available in the shop-laboratory for the program of instruction.	☐	☐	☐

COMMENT:

E. SUMMARY

1. What do you feel are the strongest features of your physical facilities?
2. What features among your physical facilities are in need of improvement?

Commonwealth of Pennsylvania

DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION C—SCHOOL LIBRARY

Directions

- The items listed consist of general standards and practices that indicate good library practices.
- Please check the items as follows:

  Check column 3 if you consider the item an excellent aspect of your program.
  Check column 2 if you would consider the item as average.
  Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

DEFINITIONS

1. **SCHOOL LIBRARIANS** are full-time certified personnel employed by the school board, having not less than 12 hours of library science, and who have more than half of their workload devoted to service as school librarians.
2. **TEACHER-LIBRARIANS** are full-time certified personnel employed by the school board, having not less than 12 hours of library science, and who have less than half of their workload devoted to service as school librarians.
3. **A CENTRALIZED SCHOOL LIBRARY or INSTRUCTIONAL MATERIALS CENTER** is one administered as a unit, usually in one place in the school, and making books and other materials available to all teachers and pupils in the school.
4. **A CLASSROOM COLLECTION** is a group of library books purchased by the school board permanently housed in a single classroom and not administered from a central library.
5. **A VOLUME** is any printed work, bound or unbound, which has been recorded or catalogued and made available for use.
6. **AUDIO-VISUAL MATERIALS** include non-print learning materials such as filmstrips, recordings, artifacts, etc.

School Library Survey

Name of School System .... County ....

Name of School Building ....

Name of Person in Charge of: Library ....

Audio-Visual ....

Title ....

Enrollment .... Grades included ....

A. INDIVIDUAL VOCATIONAL SCHOOL BUILDING GENERAL INFORMATION

	YES	NO
1. Does your school have a centralized library collection in a library room?		
2. Does your school have classroom collections only?		
3. Does your school have both a centralized library and classroom collections?		
4. The library has sufficient natural lighting.		
5. The library has sufficient artificial lighting.		
6. Does your school have the services of a school or teacher-librarian?		

Check one:

a. .... full time

b. .... half time

c. .... less than half time

7. What was the average pupil expenditure for the library in your building for the school year 19..-19..? $...............

8. What was the average number of library books (volumes) per pupil in your building? $...............

9. What was the average pupil expenditure for audio-visual materials (not including machinery) in your building for the school year 19..-19..? $...............

B. SCHOOL LIBRARY PERSONNEL

1. What other, if any, scheduled professional responsibilities are assigned to the librarian? (E.g., classroom teacher, study hall, extracurricular activities, etc.) ....

....

2. What other adult personnel (in addition to the librarians) serve in the library and/or audio visual?

	Number	Total hours per week
a. Clerical	....	....
b. Teacher	....	....
c. Parent volunteer	....	....
d. Other	....	....

3. What is the average number of pupil assistants per semester? ....

4. Do these pupils receive academic credit? Amount? ....

5. The librarian is given sufficient time to perform library duties. ....

COMMENT:

C. PRINTED MATERIALS

1. What is the total number of volumes in the library exclusive of texts?
2. Are the following materials covering all phases of the vocational-technical program available in sufficient quantity?
   a. Technical reference books
   b. Technical periodicals
   c. Technical magazines
   d. Technical dictionaries
   e. Technical abstracts
   f. Technical catalogues
   g. General reference materials
   h. Newspapers
   i. Publications—State and Federal Agencies
3. If classroom collections exist, what is the total number of volumes per classroom?
4. Are paperback books purchased for circulation in the library?
5. How many good, current magazine titles are received in the central library?
6. How many magazine titles purchased from the library budget are received by classrooms or departments?
7. Does the library have a pamphlet file with continuously ordered vertical file materials?
8. Is a library of professional materials maintained for teacher use?
9. What is the number of volumes in the professional library?
10. Please check any of the following tools used regularly for the selection of materials:
    a. Basic Book Collection for Elementary Grades
    b. Basic Book Collection for Junior High Schools
    c. Basic Book Collection for High Schools
    d. Children's Catalog
    e. Standard Catalog for High School Libraries
    f. Booklist and Subscription Books Bulletin
    g. Readers' Guide or Abridged Readers' Guide
    h. Vertical File Index
    i. Others
11. The amount of funds allotted for the purchase of new books and magazines during the school year is
12. Sufficient funds are provided to repair, maintain, and store books, magazines, periodicals and equipment.

COMMENT:

D. AUDIO-VISUAL MATERIALS

1. Please fill in requested numerical data based on your school's holdings:

Type of Material	No. in Library	No. in other collections in Vocational-Technical Schools
a. Films		
b. Filmstrips		
c. Slides		
d. Tape recordings		
e. Disc recordings		
f. Transparencies for overhead projector		
g. Kinescopes		
h. Microfilms		

i. Maps (wall type)
j. Globes
k. Museum objects
l. Models
m. Programmed materials
n. Charts
o. Others (specify)

2. List methods used to select audio-visual materials:

E. LIBRARY AND AUDIO-VISUAL FACILITIES

1. The library is easily accessible to all pupils.
2. The library is adequate and well planned.
3. Natural lighting is adequate.
4. Artificial lighting is adequate.
5. Indicate by a check if the following facilities are provided and their location in the school:

Facility	Part of Library Quarters	Another place in the school	Not provided
Reading and reference rooms			
Processing and work area			
Library office			
Audio-visual office			
Conference rooms			
Library classroom			
Library book stack area			
Periodical storage area			
Audio-visual materials storage area			
Audio-visual equipment storage area			
Materials production area			

Individual listening equipment ....

Individual viewing equipment ....

Individual study carrels

6. Seating capacity of library reading room ....

COMMENT:

F. ORGANIZATION AND ADMINISTRATION

1. Check frequency of book orders:

a. .... once a year
b. .... twice a year
c. .... three times a year
d. .... more than three times a year

2. Are most library books ordered from a book jobber?..

3. List jobbers that supply the majority of library books:

....

....

....

4. Is the library available for pupil, teacher, and public use:

YES NO

a. Before school (at least ½ hour) ....

b. After school (at least ½ hour) ....

c. Lunch periods ....

d. All class periods ....

e. Evenings ....

f. Summers ....

5. Are library books classified by the Dewey Decimal System, or the Library of Congress System? ....

6. Are printed cards purchased from:

a. Wilson ....

b. Library of Congress ....

7. Are audio-visual materials, such as filmstrips and recordings, classified by the Dewey Decimal System? ....

8. Are audio-visual materials catalogued? ....

9. If #8 above is yes, please check the type of catalog used?

a. .... main library card catalog
b. .... separate card catalog
c. .... book type catalog

COMMENT:

COMMENT (Cont.)

G. SERVICES

	YES	NO
1. Does the community have a public library building?		
2. Does the school librarian confer with the public librarian in the area of mutual problems and program activities?		
3. Is school library orientation given to new pupils at the beginning of the school year?		
4. Is there a planned period of library instruction beyond the orientation period?		
5. Does the library have its own curriculum guide or manual for library instruction and use?		
6. Does the librarian have a recognized role in the program for:		
a. Slow pupils		
b. Gifted pupils		
c. Team teaching		
d. Curriculum development		
e. Selection of new textbooks		
f. Counseling and guidance		

7. Check the person or persons involved in the following services:

	Librarian	A-V Coordinator	Other	None
a. Assistance to teachers in the use of A-V materials and equipment				
b. Scheduling of A-V equipment and materials				
c. Ordering of A-V materials (including regional centers)				
d. Provision for facilities and assistance in the production of materials				
e. Training of pupil projectionists				
f. Provision for the maintenance of A-V equipment				

H. BUDGET

1. What amount was allocated for library expenditure for 19. .-19. .:
    - a. Books (not including encyclopedias) $...............
    - b. Magazines and newspapers ....
    - c. Pamphlets ....
    - d. Binding and rebinding ....
    - e. Supplies ....
    - f. Encyclopedias ....
    - g. Other (please specify) ....
    - TOTAL $...............

2. What amount was allocated for audio-visual expenditure for 19. .-19. .:
    - a. Filmstrips $...............
    - b. Films purchase....... ....
    - rental ....
    - c. Recordings ....
    - d. Other A-V materials ....
    - TOTAL $...............

3. Were materials housed in the library purchased with NDEA funds in 19. .-19. .? YES NO
    - a. Books ....
    - b. A-V materials ....
    - c. A-V equipment ....

4. Were materials housed in the library purchased with ESEA funds in 19. .-19. .? YES NO
    - a. Books ....
    - b. A-V materials ....
    - c. A-V equipment ....

5. Does the budget provide for the repair and maintenance of A-V equipment? ....

6. To what professional organizations does the librarian belong? ....

....

7. To what professional organizations does the audio-visual coordinator belong? ....

....

I. SUMMARY

1. What should be done to strengthen the library program?

2. Recommendations for further improvement.

Commonwealth of Pennsylvania

DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION D—STUDENT ACTIVITIES

Directions

- The items listed consist of general standards and practices that indicate good school programs.
- Please check the items as follows:
  - Check column 3 if you consider the item an excellent aspect of your program.
  - Check column 2 if you would consider the item as average.
  - Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....
SCHOOL DISTRICT ....
ADDRESS ....
COUNTY ....
PHONE ....
PERSON COORDINATING THIS SECTION ....
DATE ....

A. ORGANIZATION

The student activities program:

	3	2	1
1. Is integrated with and supplementary to the program of studies.	☐	☐	☐
2. Provides opportunities for students to use their own initiative.	☐	☐	☐
3. Provides opportunities for leadership and followership experiences.	☐	☐	☐
4. Gives students opportunities to assume responsibilities.	☐	☐	☐
5. Provides opportunities for students to assist in handling school issues and problems.	☐	☐	☐
6. Seeks to develop desirable traits and attitudes necessary for citizenship.	☐	☐	☐
7. Seeks to make every student and teacher feel himself a part of the total school life.	☐	☐	☐
8. Provides membership opportunities to all students on a democratic basis.	☐	☐	☐
9. Is organized in such a way as to prevent the development of anti-social tendencies and cliques.	☐	☐	☐
10. Receives encouragement and cooperation from parents and others members of the community.	☐	☐	☐
11. Receives active support and encouragement from members of the school staff.	☐	☐	☐
12. Provides activities for the variety of interests which individual students have.	☐	☐	☐
13. Provides for new activities to be organized as student interests and needs change.	☐	☐	☐
14. Provides for the discontinuance or reorganization of activities which are found to be meeting student needs ineffectively.	☐	☐	☐
15. The general objectives of the student activity program are formulated by the proper school authorities, with due consideration for the interests and desires of the students.	☐	☐	☐
16. A regular time and place of meeting are available for each organization.	☐	☐	☐
17. Provision is made for unity in the total activity program through some coordinating council with no loss of identity and responsibility of separate activities.	☐	☐	☐
18 Each activity has at least one faculty sponsor who has ability and interest in that activity.	☐	☐	☐
19. Faculty sponsors provide guidance and cooperative supervision to students participating in the activities.	☐	☐	☐
20. Students are assisted through counseling and other guidance services to adjust the amount of their participation in the activity program.	☐	☐	☐
21. Under proper guidance students are encouraged to put democratic principles into practice in the planning of activities.	☐	☐	☐
22. Attention is given to the training of student leaders in the performance of the offices to which they are elected.	☐	☐	☐
23. Extent of each student's participation in the activity program is recorded on his permanent record.	☐	☐	☐
24. Records of activity meetings and programs are kept.	☐	☐	☐
25. Records are used in the evaluation and improvement of the activities.	☐	☐	☐

3 2 1

26. Provides opportunity for developing school spirit and morale. ☐ ☐ ☐

27. Is organized to expand student's social and personal contacts. ☐ ☐ ☐

28. Permits the exploration into new learning experiences. ☐ ☐ ☐

29. Integrates more closely the several divisions of the school. ☐ ☐ ☐

30. Extra-curricular activities should furnish a rich source of motivation for class instruction. ☐ ☐ ☐

31. Classroom instruction should furnish a rich source of motivation for extra-curricular activities. ☐ ☐ ☐

COMMENT:

B. STUDENT PROGRAMS

A. Student Government

The student council: 3 2 1

1. Provides opportunity for all students to participate in a representative form of government. ☐ ☐ ☐

2. Is an example of a democratically functioning body. ☐ ☐ ☐

3. Functions within limits clearly defined by constitution and by-laws and with authority delegated by the administration. ☐ ☐ ☐

4. Is provided with faculty sponsorship and guidance for accomplishing its clearly defined functions. ☐ ☐ ☐

5. Is participated in by students who realize their responsibilities for the proper functioning of the organization. ☐ ☐ ☐

6. Is participated in by faculty members who realize their responsibilities for the proper functioning of the organization. ☐ ☐ ☐

7. Is assisted by an administration which realizes its responsibilities for the proper functioning of the organization. ☐ ☐ ☐

8. Provides opportunity for any student to run for office who possesses the qualifications stated in the constitution and by-laws. ☐ ☐ ☐

9. Provides that all nominees for office will be chosen in accordance with the constitution and by-laws. ☐ ☐ ☐

3 2 1

10. Has officers who are elected by the entire student body or representative of the entire student body. ☐ ☐ ☐

11. Has elections which are supervised. ☐ ☐ ☐

12. Assists the faculty and administration in developing school policies with reference to student conduct. ☐ ☐ ☐

13. Conducts its meetings at an appropriate time. ☐ ☐ ☐

14. The student council is organized in such a way to earn the prestige deemed necessary to attract qualified members and carry on an effective program. ☐ ☐ ☐

B. The School Assembly

1. A school assembly committee is in charge of the general development and organization of school assemblies. ☐ ☐ ☐

2. Both faculty and students are represented on the assembly committee. ☐ ☐ ☐

3. Assembly programs are planned to meet a wide variety of needs and interests. ☐ ☐ ☐

4. School assembly programs are generally presented by students and by student organizations. ☐ ☐ ☐

5. Students are provided opportunities to preside at assembly programs. ☐ ☐ ☐

6. Assembly programs provide for audience participation through such means as open discussion and group singing. ☐ ☐ ☐

7. Courteous audience habits characterize student behavior in assemblies. ☐ ☐ ☐

8. Written records are kept of assembly programs. ☐ ☐ ☐

9. Care is taken that all programs are rehearsed or screened. ☐ ☐ ☐

10. The assembly programs include such activities as the following:

    a. Lectures on various subjects by qualified speakers. ☐ ☐ ☐

    b. Musical programs emphasizing student participation. ☐ ☐ ☐

    c. Performances by musical artists and community groups. ☐ ☐ ☐

    d. Motion pictures. ☐ ☐ ☐

    e. Debates, panel discussions, and forums. ☐ ☐ ☐

    f. Formal ceremonies for such purposes as patriotic commemorations and recognition of student achievement. ☐ ☐ ☐

    g. Student council activities. ☐ ☐ ☐

    h. Student demonstrations and exhibits, and commercial demonstrations and exhibits. ☐ ☐ ☐

    i. Rallies and "pep" meetings. ☐ ☐ ☐

    j. Discussion of school and community policies and problems, including law enforcement, vandalism, accidents, and fires. ☐ ☐ ☐

C. School Publications

1. All work related to student publications is supervised, and publications are edited by faculty sponsors. ☐ ☐ ☐

3 2 1

2. Attention is given to developing a sense of responsibility on the part of students for the content and presentation of publications. ☐ ☐ ☐
3. Publications encourage self-expression and creative work on the part of students. ☐ ☐ ☐
4. Publication activities are integrated with work in various curricular and extra-curricular areas. ☐ ☐ ☐
5. Publications report outstanding student achievement. ☐ ☐ ☐
6. Publication staff members are selected after careful consideration of such factors as ability, interests, and desirable attitudes. ☐ ☐ ☐
7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of students. ☐ ☐ ☐
8. Publications assist in providing cooperative relationships with other schools. ☐ ☐ ☐
9. Publications assist in the development of desirable home and school relations. ☐ ☐ ☐
10. Publications assist in the development of desirable school and community relations. ☐ ☐ ☐
11. Publications have a wide circulation in the school. ☐ ☐ ☐
12. Publications have a wide circulation in the community. ☐ ☐ ☐
13. Emphasis is on student prepared publications. ☐ ☐ ☐
14. Equipment and materials are provided by the school for the publication activities. ☐ ☐ ☐
15. A suitable place is provided for students to work on publications. ☐ ☐ ☐
16. Provision is made for students to work on publications during school time. ☐ ☐ ☐
17. Cooperation is maintained with various interscholastic associations concerned with problems of publications, such as editing, art work, and business management. ☐ ☐ ☐
18. In case of controversy, both sides of the issue are presented. ☐ ☐ ☐

D. Music Activities

1. A variety of extraclass music activities make provision for different ability levels. ☐ ☐ ☐
2. Extraclass music activities make provision for different ability levels. ☐ ☐ ☐
3. Scheduling of extraclass music activities is coordinated with the out-of-school interests of students. ☐ ☐ ☐
4. Counseling is provided to assist students in the selection and extent of participation in the extraclass activities. ☐ ☐ ☐
5. Overemphasis upon competitive music activities is avoided. ☐ ☐ ☐
6. Nonparticipants as well as participants indicate interest in and appreciation of the music activities presented to the entire school. ☐ ☐ ☐

E. Dramatics and Speech Activities

1. Opportunity is provided for students to write and produce their own dramatic productions. ☐ ☐ ☐
2. Dramatic activities provide opportunity for practice in a variety of stagecraft activities. ☐ ☐ ☐
3. Student dramatic activities are presented to the community. ☐ ☐ ☐

	3	2	1
4. Students are encouraged to participate in and attend community dramatic activities.	☐	☐	☐
5. Provision is made for participation in formal or prepared presentations, such as addresses, debates, radio and TV programs.	☐	☐	☐
6. Provision is made for student participation in informal and extemporaneous speech activities.	☐	☐	☐
7. Students markedly lacking in ability or confidence to express themselves are provided speech activities to meet their particular needs.	☐	☐	☐
8. Dramatic and speech activities provide for participation by many students as well as the more talented.	☐	☐	☐
9. The dramatic and speech activities are coordinated with curricular experiences in English.	☐	☐	☐
10. Necessary equipment and materials are provided for dramatic and speech activities.	☐	☐	☐
11. Financial returns from dramatic activities are subordinate to the educational values.	☐	☐	☐

F. Social Life and Activities

1. Space is available for informal or small-group social activities.	☐	☐	☐
2. Space is available for such activities as school dances, banquets, and sports rallies.	☐	☐	☐
3. The general aims of the social program are carefully planned in accordance with the school's concept of its obligation in this area.	☐	☐	☐
4. Students and faculty cooperatively plan the social program.	☐	☐	☐
5. In the over-all social program participation of students is encouraged.	☐	☐	☐
6. Informal games and recreation are included in the social program.	☐	☐	☐
7. Social affairs appropriate to the type of school are a definite part of school life.	☐	☐	☐
8. Students are instructed regarding appropriate dress and conduct at various social activities.	☐	☐	☐
9. Instruction in social dancing is provided when conditions warrant it.	☐	☐	☐
10. Opportunity is provided for desirable association of the two sexes.	☐	☐	☐
11. The social program provides opportunity for development of informal conversational skills.	☐	☐	☐
12. Attention is given to the development of dsirable social interests and attitudes.	☐	☐	☐
13. All school social activities are sponsored by teachers or parents and teachers jointly.	☐	☐	☐

G. Physical Activities for Boys

1. Activities are selected according to their contribution to student needs and interest.	☐	☐	☐
2. Activities are conducted with due consideration for student needs and interest.	☐	☐	☐
3. A variety of sports and games is included in the interscholastic physical education program.	☐	☐	☐
4. A variety of sports and games is included in the intramural physical education program.	☐	☐	☐
5. Games, sports, and activities which have value for leisure time are included.	☐	☐	☐

	3	2	1
6. The community is informed regarding the aims and values of the physical activities program.	☐	☐	☐
7. The community cooperates with the school to achieve the aims and purposes of the physical activities program.	☐	☐	☐
8. Students share responsibility in the control and administration of the physical activities program.	☐	☐	☐
9. Minimum state eligibility standards for interscholastic activities are subscribed to and enforced.	☐	☐	☐
10. Students and community respect opponents and exhibit friendly, sportsmanlike attitudes toward visiting teams.	☐	☐	☐
11. Provision is made for activities involving team play.	☐	☐	☐
12. Provision is made for teams of varying abilities, sizes, or weights.	☐	☐	☐
13. Provision is made for activities involving individual performance, and emphasizing future adult utilization and enjoyment.	☐	☐	☐
14. The physical education program, including interscholastic athletics, is under the direction of a professionally trained specialist in physical education.	☐	☐	☐
15. Students engaging in physical activities are required to present a physician's certificate with recommendations for participation in organized sport activities.	☐	☐	☐
16. Parental permission is required for participants in strenuous competitive sports.	☐	☐	☐
17. Students engaging in strenuous sports or competitive activities are provided with proper equipment.	☐	☐	☐
18. All students engaging in strenuous sports or competitive activities are insured. (Discuss insurance plan under "Comments.")	☐	☐	☐
19. Medical assistance is available immediately in case of accident or injury.	☐	☐	☐
20. Activities are conducted with primary attention to the educational and physical welfare of the individuals.	☐	☐	☐
21. Equal opportunities are provided for all students to participate in the physical activities program.	☐	☐	☐

H. Physical Activities for Girls

	3	2	1
1. Activities are selected according to their contribution to student needs and interest.	☐	☐	☐
2. Activities are conducted with due consideration for student needs and interest.	☐	☐	☐
3. A variety of sports and games is included in the interscholastic physical education program.	☐	☐	☐
4. A variety of sports and games is included in the intramural physical education program.	☐	☐	☐
5. A major emphasis is given to those games, sports, or activities which have value for leisure time.	☐	☐	☐
6. Opportunities are provided for all students to participate in the physical activities program.	☐	☐	☐

3 2 1

7. Students and community respect opponents and exhibit friendly, sportsmanlike attitudes toward visiting teams. ☐ ☐ ☐

8. Students share responsibility for the control and administration of the physical activities program. ☐ ☐ ☐

9. Provision is made for activities involving team play. ☐ ☐ ☐

10. Provision is made for teams of varying abilities. ☐ ☐ ☐

11. Provision is made for activities involving individual performance. ☐ ☐ ☐

12. The physical education program, including inter-school athletics, is under the direction of a professionally trained specialist in physical education. ☐ ☐ ☐

13. Students engaging in strenuous physical activities are required to present a physician's certificate with recommendations for participation. ☐ ☐ ☐

14. Parental permission is required for participants in strenuous competitive sports or other activities which require travel. ☐ ☐ ☐

15. If interschool and intramural athletics are offered, they are conducted according to approved standards of the National Division for Girls' and Women's Athletics of the American Association of Health, Physical Education, and Recreation, Department of the N. E. A. ☐ ☐ ☐

16. Proper protective equipment is provided for all girls engaging in sports or competitive activities. ☐ ☐ ☐

17. Provisions are made for insuring all students engaging in strenuous sports or competitive activities. (Discuss insurance plan under "Comments.") ☐ ☐ ☐

18. Medical assistance is available immediately in case of accident or injury. ☐ ☐ ☐

19. Activities are conducted with primary attention to the educational welfare of the girls. ☐ ☐ ☐

I. List all Clubs and Activities not Covered in Prior Pages, including vocationally oriented clubs. (VICA, DECA, FFA)

....

....

....

....

....

....

....

....

....

....

....

....

1. School clubs are organized whenever there is sufficient student interest or need. ☐ ☐ ☐

2. School clubs which are not meeting student needs effectively are reorganized or discontinued. ☐ ☐ ☐

	3	2	1
3. Students are acquainted through all available means with the purposes and activities of each club.	☐	☐	☐
4. Membership in clubs is voluntary and open to students who are qualified to participate.	☐	☐	☐
5. Faculty sponsorship and guidance are provided for all clubs.	☐	☐	☐
6. Clubs are so conducted as to assist in revealing additional interests and abilities of students.	☐	☐	☐
7. Club activities are related with curricular activities whenever desirable.	☐	☐	☐
8. School club activities are related to community club activities when appropriate.	☐	☐	☐
9. Provision is made for different levels of ability by having separate clubs for beginning and advanced students.	☐	☐	☐
10. Clubs provide opportunity for students to develop hobby and leisure interests.	☐	☐	☐
11. Club activities are evaluated periodically by students and faculty.	☐	☐	☐
12. Clubs practice the elements of parliamentary procedure.	☐	☐	☐
J. Finances of School Activities			
1. A centralized plan for controlling all student activity finances is provided and adhered to by the school.	☐	☐	☐
2. A general account is kept showing the itemized day-by-day receipts and expenditures and the monthly bank balance.	☐	☐	☐
3. The treasurer for student activity funds is a staff member.	☐	☐	☐
4. The treasurer for school activity funds is adequately bonded.	☐	☐	☐
5. Both students and teachers participate in the management of the student activity finances.	☐	☐	☐
6. Students consider the handling of student activity finances as valuable business experience.	☐	☐	☐
7. Approved accounting procedures are used for the accounting of all student activity funds.	☐	☐	☐
8. The expenditure of student activity funds provides for an equitable distribution of the funds among various activities.	☐	☐	☐
9. Reports are made periodically to students of the financial status of each organization.	☐	☐	☐
10. Auditing reports are posted or published periodically.	☐	☐	☐
11. Provisions are made for the auditing of all funds at the expiration of the term of office of each treasurer.	☐	☐	☐
12. Printing of tickets, programs and other materials is under authorization and control of the treasurer of the student activity funds or some other recognized authority.	☐	☐	☐
13. Means used for raising money through student activities are justifiable educationally.	☐	☐	☐
14. Drives for funds are kept to an essential minimum, and approved by the administration.	☐	☐	☐
15. Organization treasurers receive the proper financial instructions to discharge their duties.	☐	☐	☐
16. Financial support for student activities is secured from:			
a. Special student activity fee.	☐	☐	☐

	3	2	1
b. Funds from general taxation.	☐	☐	☐
c. Admission charge for each game or public performance.	☐	☐	☐
d. Others (describe):	☐	☐	☐

COMMENTS: (On *A, B, C, D, E, F, G, H, I, AND J*)

COMMENTS: (On *A, B, C, D, E, F, G, H, I,* AND *J*)

C. SUMMARY

A. What do you feel are the strongest aspects of your student activities program?

B. What aspects of the student activities program are in need of improvement?

Commonwealth of Pennsylvania

DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION E—GUIDANCE PROGRAM

Directions

- The items listed consist of general standards and practices that indicate good school programs.
- Please check the items as follows:
  Check column 3 if you consider the item an excellent aspect of your program.
  Check column 2 if you would consider the item as average.
  Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. A written statement of objectives for the guidance program is available.	☐	☐	☐
2. Guidance objectives are compatible with the general objectives of the total school program.	☐	☐	☐
3. Other staff members have participated with guidance personnel in developing the objectives.	☐	☐	☐
4. Objectives include provision for services to *all* vocational school pupils in making educational, personal, social, and vocational adjustments and plans.	☐	☐	☐
5. The objectives include provision for services to out-of-school youth.	☐	☐	☐
6. Assistance in better understanding of the needs and problems of all children and youth is provided for:			
a. Staff members	☐	☐	☐
b. Parents	☐	☐	☐
c. Citizens of the community	☐	☐	☐

COMMENT:

B. PROGRAM ORGANIZATION

	3	2	1
1. The chief administrator assumes a leadership role in the development of the guidance program.	☐	☐	☐
2. The guidance program is supervised either by the chief administrator or his delegate.	☐	☐	☐
3. The guidance function of each of the following are defined:			
a. The administrator	☐	☐	☐
b. The counselor	☐	☐	☐
c. Other staff members	☐	☐	☐
4. Each of the following cooperate in the discharge of their guidance functions:			
a. Administrators and counselors	☐	☐	☐
b. Counselors and other pupil personnel workers	☐	☐	☐
c. Counselors and teachers	☐	☐	☐
5. Assignments of counselors include only those which promote effective relations with pupils, staff members, and parents.	☐	☐	☐

	3	2	1
6. Pupils are assigned to the same counselor for the total period of time spent in the vocational program.	☐	☐	☐
7. Guidance services for individual pupils are cumulative and developmental.	☐	☐	☐
8. Guidance services are provided for:			
a. All pupils at all grade levels enrolled in the vocational-technical school	☐	☐	☐
b. Out-of-school youth	☐	☐	☐
9. Provision is made for the counselor to work with individual pupils and with groups of pupils.	☐	☐	☐
10. Provision is made for counselors to maintain:			
a. Communication with all parents at each grade level	☐	☐	☐
b. Contact with institutions from which pupils transfer	☐	☐	☐
c. Contact with institutions to which pupils transfer	☐	☐	☐
d. Contact with appropriate community agencies	☐	☐	☐
e. Continuous contact with area employers	☐	☐	☐
11. Provision is made for interpretation of the guidance program to pupils, parents, staff, and community.	☐	☐	☐
12. Provision is made for clerical assistance for the guidance staff.	☐	☐	☐
13. The guidance program of the school functions in cooperation with the sending schools in selecting pupils who can profit by instruction in the courses.	☐	☐	☐
14. All teachers share guidance responsibility.	☐	☐	☐

E

COMMENT:

C. PROFESSIONAL GUIDANCE STAFF

	3	2	1
1. Staff members assigned to the guidance function meet guidance certification requirements.	☐	☐	☐
2. Staff members have continued their professional preparation in the past five years by completing courses in guidance, or related disciplines.	☐	☐	☐
3. In-service education is provided for the guidance staff including consideration of the characteristics and needs of pupils with disadvantaged backgrounds.	☐	☐	☐
4. The guidance staff participates in the affairs of professional organizations.	☐	☐	☐
5. The guidance staff regularly collects, evaluates and uses occupational information.	☐	☐	☐

	3	2	1
6. The guidance staff periodically participates in an occupational survey of the community and its service area.	☐	☐	☐
7. The guidance staff members had an occupational experience within the last five year period.	☐	☐	☐

COMMENT:

D. PHYSICAL FACILITIES

	3	2	1
1. The guidance unit is accessible to all pupils and parents.	☐	☐	☐
2. Privacy for counseling interviews is assured.	☐	☐	☐
3. Adequate facilities are provided for:			
a. Records	☐	☐	☐
b. Informational materials	☐	☐	☐
c. Storage	☐	☐	☐
4. A small-group meeting room is included in the guidance suite.	☐	☐	☐
5. A waiting-reception room is included in the guidance suite.	☐	☐	☐
6. The furnishings of the suite are functional and attractive.	☐	☐	☐
7. Inside and outside telephone service is available to each counselor at his work station.	☐	☐	☐

COMMENT:

E. GUIDANCE SERVICES

	3	2	1
1. Each secondary school pupil has an opportunity for at least one extensive interview with his counselor each year.	☐	☐	☐
2. Counseling services are provided to help each pupil:			
a. Gain a better understanding of his abilities and aptitudes including strengths and weaknesses.	☐	☐	☐
b. Relate his abilities and aptitudes to occupational opportunities and requirements	☐	☐	☐
c. Make appropriate educational plans	☐	☐	☐
d. Assess his progress	☐	☐	☐
e. To strive for the maximum utilization of his abilities and aptitudes	☐	☐	☐
f. To consider his interests carefully	☐	☐	☐
3. Parents are involved in the counseling services provided for all pupils, especially parents of disadvantaged pupils.	☐	☐	☐
4. Scheduled office hours are maintained for the convenience of parents and pupils.	☐	☐	☐
5. Scheduled office hours are maintained for the convenience of out-of-school youth and adults.	☐	☐	☐
6. The counselor maintains a dated record of his efforts with individual pupils in which are summarized the content of each contact with the pupil and others on his behalf.	☐	☐	☐
7. The counselor utilizes referral resources in assistance to pupils.	☐	☐	☐
8. A sequential program of guidance testing is provided.	☐	☐	☐
9. A cumulative record of each pupil is maintained.	☐	☐	☐
10. The record includes current data of the following types:			
a. Personal identification data	☐	☐	☐
b. Family information	☐	☐	☐
c. School attendance	☐	☐	☐
d. Health and physical growth	☐	☐	☐
e. Academic record	☐	☐	☐
f. Standardized test results	☐	☐	☐
g. Personal-social characteristics	☐	☐	☐
h. Accomplishments	☐	☐	☐
i. Honors and awards	☐	☐	☐
j. In-school and out-of-school activities	☐	☐	☐
k. Educational and vocational plans	☐	☐	☐
l. Entry, withdrawal, and follow-up	☐	☐	☐
11. Pertinent information concerning pupils is contributed to the records by the staff members.	☐	☐	☐

	3	2	1
12. Data are organized to facilitate a ready comprehension of each pupil's abilities, aptitudes, interests, and other personal assets and liabilities as they relate to his educational and career planning and progress.	☐	☐	☐
13. The assembled information is interpreted to pupils on a planned basis.	☐	☐	☐
14. The assembled information is interpreted to parents on a planned basis.	☐	☐	☐
15. Information concerning individual pupils is provided for teachers and administrators' use.	☐	☐	☐
16. Information concerning groups of pupils is provided for teachers and administrators' use.	☐	☐	☐
17. The pupil's background is considered in interpreting pupil records.	☐	☐	☐
18. Socio-economic disadvantaged pupils are identified.	☐	☐	☐
19. Records are used by staff members as resource materials.	☐	☐	☐
20. Each pupil is provided with educational and occupational information essential for his understanding of the opportunities and requirements related to his choice of an educational program and career.	☐	☐	☐
21. Educational and occupational information is available to parents.	☐	☐	☐
22. Comprehensive files of current information on each of the following are organized and maintained:			
a. Educational opportunities; including scholarships	☐	☐	☐
b. Current occupational information	☐	☐	☐
c. Community educational opportunities	☐	☐	☐
d. Local occupational opportunities and work-study plans	☐	☐	☐
23. Educational and occupational information is available in the central library.	☐	☐	☐
24. Community resources are utilized to provide educational and occupational information.	☐	☐	☐
25. The guidance staff presents a regularly scheduled program at the sending schools to make the pupils aware of the available vocational program.	☐	☐	☐
26. Educational and occupational information is used by teachers in their classroom activities.	☐	☐	☐
27. Pupils are assisted in making the transition from:			
a. Sending school to the vocational-technical school	☐	☐	☐
b. Vocational-technical school to institutions of higher education	☐	☐	☐
c. School to the world of work	☐	☐	☐
28. Counselors begin work early with socio-economically disadvantaged youth to acquaint them with the full range of employment possibilities.	☐	☐	☐
29. Activities are provided to acquaint parents with the problems related to each transition.	☐	☐	☐
30. School staff members are involved in each orientation and articulation program.	☐	☐	☐
31. New pupil entrants are assisted in understanding the school's programs and procedures.	☐	☐	☐

COMMENT:

F. PLACEMENT

	3	2	1
1. Pupils are assisted in their efforts to:			
a. Continue appropriate post-high school education	☐	☐	☐
b. Enter part-time employment	☐	☐	☐
c. Enter full-time employment	☐	☐	☐
2. Counselors use scholarships and work-study information to encourage socio-economically disadvantaged youth with college potentials.	☐	☐	☐
3. Out-of-school youth are assisted in their efforts to:			
a. Secure additional education	☐	☐	☐
b. Secure employment	☐	☐	☐
4. Community resources are utilized in placement activities.	☐	☐	☐
5. Assistance in job placement is offered to former pupils of the vocational-technical program.	☐	☐	☐

COMMENT:

G. PROGRAM EVALUATION

	3	2	1
1. The guidance program is regularly assessed by guidance personnel.	☐	☐	☐
2. Reactions to the guidance services are periodically obtained from:			
a. Pupils	☐	☐	☐
b. Staff members	☐	☐	☐
c. Parents	☐	☐	☐

	3	2	1
3. A follow-up study of graduates and dropouts is made at least once within a period of three years.	☐	☐	☐
4. A study of the holding power of the school has been made in the last two years.	☐	☐	☐
5. An academic and vocational-technical inventory is regularly compiled of subjects completed, measured ability, and projected plans for each pupil.	☐	☐	☐
6. An analysis of the progress of socio-economically disadvantaged pupils in and out of school is prepared regularly.	☐	☐	☐
7. A report of program progress, needs, and future plans is regularly made to the administration, staff, and community.	☐	☐	☐

COMMENT:

H. SUMMARY

1. What do you feel are the strongest aspects of the guidance program?

2. What aspects of the guidance program are in need of improvement?

Commonwealth of Pennsylvania

DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION F—AGRICULTURE

Directions

- The items listed consist of general standards and practices that indicate good agricultural programs.
- Please check the items as follows:

  Check column 3 if you consider the item an excellent aspect of your program.
  Check column 2 if you would consider the item as average.
  Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. Both the philosophy and objectives of vocational-agriculture education are clearly defined and understood by the instructor and the pupils.	☐	☐	☐
2. A statement of objectives exists in written form for vocational-agriculture.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. Vocational-agriculture education is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐
9. The agricultural education program is accepted by the administration and school board to provide:			
a. Exploration of careers and opportunities in agriculture	☐	☐	☐
b. Training for farming	☐	☐	☐
c. Training in the non-farm agricultural occupations	☐	☐	☐
d. Post high school training for youths and adults	☐	☐	☐
e. College preparatory pupils	☐	☐	☐
10. Training is of sufficient scope to prepare for off farm occupations such as:			
a. Agricultural mechanics	☐	☐	☐
b. Agricultural supplies	☐	☐	☐
c. Agricultural products	☐	☐	☐
d. Agricultural resources	☐	☐	☐
e. Ornamental horticulture	☐	☐	☐
f. Forestry	☐	☐	☐
g. Agricultural related business	☐	☐	☐
11. Adequate cooperative education stems from individual agricultural problems and provides assistance in learning skills, making decisions and implementing good practice.	☐	☐	☐

COMMENT:

COMMENT (Cont.)

B. ADMINISTRATION AND SUPERVISION

	3	2	1
1. The teaching load is commensurate with good practice.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. The rate of teacher turn-over is considered normal.	☐	☐	☐
4. A planned supervisory program is functioning for the continuous improvement of instruction in all areas of vocational-agriculture.	☐	☐	☐
5. Complete reports of supervisory visits are available for review.	☐	☐	☐
6. Periodic program reviews of vocational-agriculture offerings are made by the professional staff.	☐	☐	☐
7. Provisions are made for instructional experimentation.	☐	☐	☐
8. If two or more teachers are in the department, one is appointed as department chairman.	☐	☐	☐
9. The department meets at least once a month to discuss problems of vocational-agriculture education.	☐	☐	☐
10. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment, and furniture.	☐	☐	☐
11. There are opportunities for teachers to visit other schools and participate in professional meetings.	☐	☐	☐
12. The administrator, supervisor, or department head sees that:			
a. A continuous follow-up is made of the graduates of the vocational-agriculture program.	☐	☐	☐
b. Periodic employment surveys are made to determine opportunities in agricultural occupations	☐	☐	☐
c. Periodic agricultural surveys are made to determine practices and equipment most appropriate for vocational training	☐	☐	☐
13. The department has a planned program to promote good public relations.	☐	☐	☐
14. Efforts are made to give prospective vocational agricultural students a clear understanding of the purposes and nature of the program before they are enrolled.	☐	☐	☐
15. The teacher supervises the cooperative education program.	☐	☐	☐
16. A teacher is employed during the school year and the summer months to meet the on-the-job instructional needs of all pupils.	☐	☐	☐
17. An annual program of work and a report on achievements is submitted to the school administrator.	☐	☐	☐
18. An annual budget and detailed request for equipment and supplies is prepared.	☐	☐	☐

	3	2	1
19. An annual inventory of all agricultural department equipment and supplies is prepared and submitted.	☐	☐	☐
20. Transportation schedules are coordinated with instructional needs.	☐	☐	☐

COMMENT:

C. TEACHERS

	3	2	1
1. A competent and adequate professional staff is available.	☐	☐	☐
2. Teachers are properly certificated and qualified for the subjects they are teaching.	☐	☐	☐
3. The teacher has had successful and appropriate work experience within the last 5 years.	☐	☐	☐
4. Had occupational experience, both operational and management.	☐	☐	☐
5. The teacher has received training in the modern methods of teaching vocational-agriculture subjects.	☐	☐	☐
6. The teacher has exhibited continued professional growth.	☐	☐	☐
7. Supports his professional organizations.	☐	☐	☐
8. The teachers are sensitive to the need for good community and school relations, and offers public information.	☐	☐	☐
9. Has experience working with leadership groups, such as the Future Farmers of America.	☐	☐	☐
10. Is aware of regulations governing both agriculture and agricultural education.	☐	☐	☐

COMMENT:

COMMENT (Cont.)

D. CURRICULUM

	3	2	1
1. Provides sufficient subject offerings organized sequentially to provide adequate preparation for pupils with a wide range of abilities.	☐	☐	☐
2. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
3. Allows for experimentation by both the pupil and the teacher.	☐	☐	☐
4. Is organized around the skills and knowledge required for successful beginning employment.	☐	☐	☐
5. Shows evidence of adaptability to changing technological advances.	☐	☐	☐
6. In addition to skill development, the curriculum emphasizes the development of:			
a. Socially desirable traits	☐	☐	☐
b. Socially acceptable attitudes	☐	☐	☐
c. Social competencies	☐	☐	☐
d. Good work habits	☐	☐	☐
e. Pride in workmanship	☐	☐	☐
f. Competence in employer-employee relationships	☐	☐	☐
g. Competence in employee-employee relationships	☐	☐	☐
7. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
8. Agricultural experience programs are planned with the annual and long range goals.	☐	☐	☐
9. Are modified based upon studies of previous pupils, job opportunities, and community needs.	☐	☐	☐
10. Provides instruction in the production of a variety of agricultural products.	☐	☐	☐
11. Provides instruction in marketing agricultural products.	☐	☐	☐
12. Provides instruction in agricultural management procedures.	☐	☐	☐
13. Provides instruction in the conservation of natural resources.	☐	☐	☐
14. Provides instruction in selection, operation and maintenance of agricultural equipment.	☐	☐	☐
15. Provides an opportunity to develop mechanical skills necessary in agriculture.	☐	☐	☐
16. Provides for the study of agricultural economics and regulatory practices related to agriculture.	☐	☐	☐

	3	2	1
17. Provides an opportunity to study civic and social problems related to agriculture.	☐	☐	☐
18. Provides an opportunity to learn about farm organizations, government agencies and public services available to farmers.	☐	☐	☐
19. Provides instruction in the qualitative testing and judging of farm products.	☐	☐	☐
20. Provides an opportunity for pupils to select needed additional courses.	☐	☐	☐
21. Is reviewed with craft or advisory committees.	☐	☐	☐
22. Provides opportunities for occupational mix.	☐	☐	☐
23. Includes plans for a career conference or some other desirable career guidance activity at least once each year.	☐	☐	☐
24. Provides an opportunity to participate in extra-curricular activities of the school.	☐	☐	☐
25. Provides for a co-curricular club program.	☐	☐	☐
26. Includes a club program such as the Future Farmers of America, that enhances the development of leadership abilities and a sense of individual responsibility.	☐	☐	☐
27. A program of other agricultural work experience with emphasis on planning and managerial responsibilities is required of each pupil.	☐	☐	☐
28. Programs for out-of-school youth are available.	☐	☐	☐
29. The student develops skills and pride in quality of workmanship as part of his preparation for an agricultural occupation.	☐	☐	☐

COMMENT:

E. INSTRUCTION

	3	2	1
1. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum.	☐	☐	☐
2. Classroom practices and procedures reflect the philosophy of vocational-agriculture education.	☐	☐	☐

	3	2	1
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. There are local courses of study in all agricultural education subjects.	☐	☐	☐
5. The course of study includes technical skills and related jobs, operations to be covered, and the theory and instructional methods to be used.	☐	☐	☐
6. The course of study provides for a sequential development of skills.	☐	☐	☐
7. Assignments are made on the basis of the pupils' past experiences in the shop-laboratory.	☐	☐	☐
8. Attention is given to the special needs of individual pupils.	☐	☐	☐
9. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
10. Individual and remedial instruction is given as necessary.	☐	☐	☐
11. Classes in theory are conducted as a regular part of the total instructional program as the need arises.	☐	☐	☐
12. Instruction is adapted to new advances in methods of teaching and changing technology.	☐	☐	☐
13. Instruction is correlated with other subject-matter areas.	☐	☐	☐
14. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
15. Pupils are reasonably conversant in agricultural terminology.	☐	☐	☐
16. The instructor attempts to develop in the pupil, a working knowledge of related occupations.	☐	☐	☐
17. Shop-laboratory management approximates conditions found in agricultural occupations.	☐	☐	☐
18. Instruction is conducted at all times with regard for both pupil health and safety.	☐	☐	☐
19. The instructor utilizes the community resources as a part of his instructional program.	☐	☐	☐
20. The instructor carefully plans and prepares both his daily and long range lessons.	☐	☐	☐
21. Instruction sheets are used regularly.	☐	☐	☐
22. A regular testing program is an integral part of the program and covers both theory and practicum.	☐	☐	☐
23. Pupil achievement records are kept current.	☐	☐	☐
24. Records are kept of the goals and educational activities of each student.	☐	☐	☐
25. Standards of performance acceptable in agricultural occupations are required of the pupil whenever feasible.	☐	☐	☐
26. The teacher utilizes a variety of techniques in his instruction.	☐	☐	☐
27. Outside preparation, such as reading assignments, reports, questions, etc., is a normal expectation of the pupil in the program.	☐	☐	☐
28. Pupil notebooks are required and checked periodically.	☐	☐	☐
29. Pupils are involved in problem solving techniques.	☐	☐	☐
30. Pupils are involved in the planning of educational activities.	☐	☐	☐
31. The student-teacher ratio is not more than 1:25 per class.	☐	☐	☐
32. Adequate instructional materials and equipment are available and utilized and may include:			

	3	2	1
a. Agricultural journals, newspapers, periodicals, catalogs and pamphlets	☐	☐	☐
b. Federal and State agricultural publications	☐	☐	☐
c. Business firm publications	☐	☐	☐
d. Instructional manuals	☐	☐	☐
e. Pamphlets and handbooks	☐	☐	☐
f. Study guides	☐	☐	☐
g. Specialized drills	☐	☐	☐
h. Courses of study	☐	☐	☐
i. Bulletin board display materials	☐	☐	☐
j. Basic texts and supplemental references	☐	☐	☐
k. Audio-visual materials	☐	☐	☐
l. Occupational monographs	☐	☐	☐
33. Typical samples of both school and agricultural production are exhibited.	☐	☐	☐
34. Models, mock-ups, exploded views and other teaching aids are utilized.	☐	☐	☐
35. Record keeping, planning, analysis and budgeting forms are readily available for pupil use.	☐	☐	☐
36. Specimens and agricultural exhibit material are available and kept in good order.	☐	☐	☐
37. Teaching and learning activities are orderly and efficient.	☐	☐	☐
38. Courtesy and respect are evident in pupil-teacher relations.	☐	☐	☐
39. Orderliness of tools and equipment as well as shop cleanliness is an organized responsibility of the students.	☐	☐	☐
40. Field trips are used to introduce students to good agricultural practices.	☐	☐	☐
41. Class instruction is related to the practical agricultural experiences encountered in the student's farming program and the agriculture of the community.	☐	☐	☐
42. Cooperative education experiences are provided whenever possible in preference to teaching aids.	☐	☐	☐
43. Demonstrations are used to introduce students to new activities and to reinforce learning.	☐	☐	☐
44. The administrator communicates with the teacher regarding state and federal regulations, pertaining to vocational-agriculture education.	☐	☐	☐

COMMENT:

COMMENT (Cont.)

F. FACILITIES

	3	2	1
1. Lavatory, water fountains and waste units are provided in appropriate laboratories.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. Equipment is equipped with proper safety devices.	☐	☐	☐
4. All switches and electrical controls are clearly marked.	☐	☐	☐
5. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
6. Appropriate first aid facilities and services are available.	☐	☐	☐
7. Visual control and supervision of all auxiliary instructional areas are possible for the shop-laboratory instructor.	☐	☐	☐
8. The shop-laboratory is suitably equipped with the necessary tools, machines and equipment to educate pupils in agricultural occupations.	☐	☐	☐
9. The shop-laboratory is well-planned and arranged for instructional purposes.	☐	☐	☐
10. Where applicable, assembly areas for large jobs are provided with clear working space.	☐	☐	☐
11. Suitable pupil storage facilities are provided for work in progress.	☐	☐	☐
12. Tool panels are located near the work stations for regularly used tools and instruments.	☐	☐	☐
13. Tool cribs or cabinets are provided for storage of tools and small supplies.	☐	☐	☐
14. Ample storage is provided for those shop-laboratories that maintain a reserve or seasonal supply of materials.	☐	☐	☐
15. A reference library of special reference materials is provided in the shop-laboratory.	☐	☐	☐
16. Machines, work stations and tool panels are arranged for efficient operation.	☐	☐	☐
17. Aisles permit the free flow of traffic.	☐	☐	☐
18. Spacing between machines, benches and aisles is adequate.	☐	☐	☐
19. Equipment is adequately protected.	☐	☐	☐
20. An adequate clear floor space is provided in front of entrances, exits, tool panels and wash fountains.	☐	☐	☐
21. Non-portable equipment is secure to the floor or bench.	☐	☐	☐
22. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
23. Machines are equipped with safety devices.	☐	☐	☐

	3	2	1
24. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
25. Provisions are made for the use of visual aids.	☐	☐	☐
26. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
27. Adequate facilities are available in the shop-laboratory for the program of instruction.	☐	☐	☐
28. Display cabinets are provided within the shop-laboratory.	☐	☐	☐

COMMENT:

G. SHOP-LABORATORY MANAGEMENT

	3	2	1
1. The teacher considers the size of the shop-laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The shop-laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Machines and equipment are logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the shop-laboratory.	☐	☐	☐
7. Hand tools, equipment and supplies, are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the shop-laboratory area.	☐	☐	☐
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of shop-laboratory management are based upon sound educational principles, and wherever possible, upon those methods most frequently found in agricultural situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐

	3	2	1
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐
14. Pupil conduct is orderly and self-disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐
17. The instructor has an adequate view of all shop areas under his jurisdiction during periods of equipment operation.	☐	☐	☐
18. The number of work situations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient bench space is available for the number of pupils in the classroom.	☐	☐	☐
20. Obsolete equipment is replaced on a definite schedule.	☐	☐	☐
21. Adequate safety devices are provided throughout the shop.	☐	☐	☐
22. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐

COMMENT:

H. EVALUATION

	3	2	1
1. The teacher maintains records of pupil progress.	☐	☐	☐
2. Pupils participate in self-evaluation of their own work.	☐	☐	☐
3. Objective techniques based upon industrial standards are used to evaluate the work of the pupils.	☐	☐	☐
4. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
5. Pupil aptitude and abilities are considered in evaluations.	☐	☐	☐
6. Evaluation is an integral part of the instructional program.	☐	☐	☐

3 2 1

7. Pupil and program evaluation is a continuous process. ☐ ☐ ☐

8. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading. ☐ ☐ ☐

9. Follow-up records of graduates are available. ☐ ☐ ☐

10. Follow-up data of graduates is used to make necessary revisions in the program. ☐ ☐ ☐

11. Advisory committees are consulted for purposes of evaluating and improving the program. ☐ ☐ ☐

12. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical education program. ☐ ☐ ☐

13. Recommendations from previous evaluations have been implemented. ☐ ☐ ☐

COMMENT:

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION G—BUSINESS EDUCATION

Directions

- The items listed consist of general standards and practices that indicate good business education programs.
- Please check the items as follows:
    - Check column 3 if you consider the item an excellent aspect of your program.
    - Check column 2 if you would consider the item as average.
    - Check colunm 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. A philosophy of business education is clearly stated, is apparent in practice, and is related to the general philosophy of the school.	☐	☐	☐
2. A statement of objectives exists in written form for each subject area.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of the stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. Vocational business education is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐

COMMENT:

B. ADMINISTRATION AND SUPERVISION

	3	2	1
1. The teaching load is commensurate with good practice.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. The rate of teacher turn-over is considered normal.	☐	☐	☐
4. A planned supervisory program is functioning for the continuous improvement of instruction in all areas of business education.	☐	☐	☐
5. There is a director or department head who helps in the supervisory and coordinating activities.	☐	☐	☐
6. Complete reports of supervisory visits are available for review.	☐	☐	☐

	3	2	1
7. Periodic program reviews of business education are made by a professional staff of business teachers.	☐	☐	☐
8. Provisions are made for instructional experimentation.	☐	☐	☐
9. If two or more teachers are in the department, one is appointed as department chairman.	☐	☐	☐
10. A department head of more than five teachers has at least two periods a day to devote to administrative and supervisory duties.	☐	☐	☐
11. The department meets at least once a month to discuss problems of business education.	☐	☐	☐
12. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment, and furniture.	☐	☐	☐
13. There are opportunities for teachers to visit other schools and participate in professional meetings.	☐	☐	☐
14. The administrator, supervisor, or department head sees that:			
a. Provision is made for placement and follow-up of business graduates	☐	☐	☐
b. Periodic employment surveys are made to determine opportunities in business occupations	☐	☐	☐
c. Periodic business surveys are made to determine practices and equipment most appropriate for business training	☐	☐	☐
15. The department has a planned program to promote good public relations.	☐	☐	☐

COMMENT:

C. TEACHERS

	3	2	1
1. A competent and adequate professional staff is available.	☐	☐	☐
2. Teachers are properly certificated and qualified for the subjects they are teaching.	☐	☐	☐
3. The teacher has had successful and appropriate work experience within the last 5 years.	☐	☐	☐

	3	2	1
4. The teacher has received training in the modern methods of teaching business subjects.	☐	☐	☐
5. The teacher has exhibited continued professional growth.	☐	☐	☐
6. The teachers are sensitive to the need for good community and school relations.	☐	☐	☐
7. Is active in the in-service teacher training program.	☐	☐	☐
8. Supports his professional organizations.	☐	☐	☐
9. The teacher has knowledge of laws and codes pertaining to occupations within his field.	☐	☐	☐

COMMENT:

D. CURRICULUM

	3	2	1
1. Provides sufficient vocational subject offerings organized sequentially into several different curriculums to provide adequate preparation for pupils with a wide range of abilities.	☐	☐	☐
2. The business education curriculum offers job preparation in:			
a. General clerical occupations	☐	☐	☐
b. Bookkeeping	☐	☐	☐
c. Stenographic positions	☐	☐	☐
d. Machine transcription	☐	☐	☐
e. Data processing	☐	☐	☐
3. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
4. Allows for experimentation by both the pupil and the teacher.	☐	☐	☐
5. Is organized around the skills and knowledge required for successful beginning employment.	☐	☐	☐
6. Shows evidence of adaptability to changing technological advances.	☐	☐	☐

	3	2	1
7. In addition to skill development, the curriculum emphasizes the development of:			
a. Socially desirable traits	☐	☐	☐
b. Socially acceptable attitudes	☐	☐	☐
c. Social competencies	☐	☐	☐
d. Good work habits	☐	☐	☐
e. Pride in workmanship	☐	☐	☐
f. Competence in employer-employee relationships	☐	☐	☐
g. Competence in employee-employee relationships	☐	☐	☐
h. Competence in customer relationships	☐	☐	☐
i. Ethical business practices and standards	☐	☐	☐
j. Good personal grooming	☐	☐	☐
8. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
9. Provides a basis for post high school study.	☐	☐	☐
10. Is modified based upon studies of previous pupils, job opportunities, and business conditions.	☐	☐	☐
11. Is reviewed with craft or advisory committees.	☐	☐	☐
12. Provides opportunities for occupational mix.	☐	☐	☐
13. Includes plans for a career conference or some other desirable career guidance activity at least once each year.	☐	☐	☐
14. Provides an opportunity to participate in extra-curricular activities of the school.	☐	☐	☐
15. Provides for a co-curricular club program.	☐	☐	☐
16. Includes a club program that enhances the development of leadership abilities and a sense of individual responsibility.	☐	☐	☐
17. There is articulation and coordination of business education courses among all of the business education programs offered in the school.	☐	☐	☐
18. Provision is made within the business education curricula for instruction in:			
a. Consumer aspects of business	☐	☐	☐
b. The national economic structure	☐	☐	☐
c. Business management	☐	☐	☐
d. Business organization	☐	☐	☐
e. Employment practices and policies	☐	☐	☐
f. Procedures in seeking employment	☐	☐	☐
19. There are opportunities for actual job training within the school.	☐	☐	☐
20. There is a program of cooperative business work experience.	☐	☐	☐

	3	2	1
21. There is a course in office practice to provide experience that would be necessary in a modern business office.	☐	☐	☐
22. An effort is made to guide only those pupils into the business curriculum who have the necessary aptitudes for bookkeeping, clerical, sales and stenographic jobs.	☐	☐	☐
23. Test results, English achievement, attendance records, and similar records are considered in advising students who wish to select stenography.	☐	☐	☐
24. Employers consult the business education department before employing business graduates.	☐	☐	☐

COMMENT:

E. INSTRUCTION

	3	2	1
1. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum.	☐	☐	☐
2. Classroom practices and procedures reflect the philosophy of business education.	☐	☐	☐
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. There are local courses of study in all business education subjects.	☐	☐	☐
5. The course of study includes technical skills and related jobs, operations to be covered, and the theory and instructional methods to be used.	☐	☐	☐
6. The course of study provides for a sequential development of skills.	☐	☐	☐
7. Assignments are made on the basis of the pupils' past experiences in the laboratory.	☐	☐	☐
8. Attention is given to the special needs of individual pupils.	☐	☐	☐
9. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
10. Individual and remedial instruction is given as necessary.	☐	☐	☐
11. Classes in theory are conducted as a regular part of the total instructional program as the need arises.	☐	☐	☐

	3	2	1
12. Instruction is adapted to new advances in methods of teaching and changing technology.	☐	☐	☐
13. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
14. Pupils are reasonably conversant in business terminology.	☐	☐	☐
15. The instructor attempts to develop in the pupil, a working knowledge of related occupations.	☐	☐	☐
16. Laboratory management approximates conditions found in business.	☐	☐	☐
17. Instruction is conducted at all times with regard for both pupil health and safety.	☐	☐	☐
18. The instructor utilizes the community resources as a part of his instructional program.	☐	☐	☐
19. The instructor carefully plans and prepares both his daily and long range lessons.	☐	☐	☐
20. Instruction sheets are used regularly.	☐	☐	☐
21. A regular testing program is an integral part of the program and covers both theory and practicum.	☐	☐	☐
22. Pupil achievement records are kept current.	☐	☐	☐
23. Standards of performance acceptable in business are required of the pupil whenever feasible.	☐	☐	☐
24. The teacher utilizes a variety of techniques in his instruction.	☐	☐	☐
25. Outside preparation, such as reading assignments, reports, questions, etc., is a normal expectation of the pupil in the program.	☐	☐	☐
26. Pupil notebooks are required and checked periodically.	☐	☐	☐
27. The student-teacher ratio is not more than 1:25 per class.	☐	☐	☐
28. Adequate instructional materials and equipment are available and utilized and may include:			
a. Current trade and industrial journals and newspapers	☐	☐	☐
b. Business firm publications	☐	☐	☐
c. Instructional manuals	☐	☐	☐
d. Pamphlets and handbooks	☐	☐	☐
e. Study guides	☐	☐	☐
f. Specialized drills	☐	☐	☐
g. Courses of study	☐	☐	☐
h. Bulletin board display materials	☐	☐	☐
i. Basic texts and supplemental references	☐	☐	☐
j. Audio-visual materials	☐	☐	☐
k. Occupational monographs	☐	☐	☐
29. Typical samples of both school and commercial work are exhibited.	☐	☐	☐
30. Models, mock-ups, exploded views and other teaching aids are utilized.	☐	☐	☐
31. The administrator communicates with the teacher regarding state and federal regulations, pertaining to business education.	☐	☐	☐

COMMENT:

F. FACILITIES

	3	2	1
1. The business education classrooms are conveniently grouped together.	☐	☐	☐
2. Lavatory, water fountain and waste units are provided in appropriate business laboratories.	☐	☐	☐
3. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
4. The business education classrooms have:			
a. Adequate lighting	☐	☐	☐
b. Sufficient storage space for instructional materials and supplies	☐	☐	☐
c. Filing facilities for both teacher and pupil needs	☐	☐	☐
d. Business machines similar to those found in local business offices	☐	☐	☐
e. Darkening facilities such as lightproof shades, venetian blinds, and drapes	☐	☐	☐
5. All switches and electrical controls are clearly marked.	☐	☐	☐
6. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
7. Appropriate first aid facilities and services are available.	☐	☐	☐
8. Visual control and supervision of all auxiliary instructional areas are possible for the shop-laboratory instructor.	☐	☐	☐
9. The shop-laboratory is suitably equipped with machines and equipment to educate pupils in business occupations.	☐	☐	☐
10. A preventive maintenance and replacement program is followed on all business machines and equipment.	☐	☐	☐

	3	2	1
11. The shop-laboratory is well-planned and arranged for instructional purposes. The instructional arrangement simulates business practices.	☐	☐	☐
12. Ample storage is provided for a reserve supply of materials.	☐	☐	☐
13. A reference library of special reference materials is provided in each shop-laboratory.	☐	☐	☐
14. Noisy equipment is muffled and mounted on shock absorption material.	☐	☐	☐
15. Equipment is arranged for efficient operation.	☐	☐	☐
16. Aisles permit the free flow of traffic.	☐	☐	☐
17. Spacing between equipment is adequate.	☐	☐	☐
18. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
19. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
20. Provisions are made for the use of visual aids.	☐	☐	☐
21. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
22. Adequate facilities are available in the shop-laboratory for the program of instruction.	☐	☐	☐
23. Display cabinets are provided within the shop-laboratory.	☐	☐	☐

COMMENT:

G. CLASSROOM-LABORATORY MANAGEMENT

	3	2	1
1. The teacher considers the size of the classroom or laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The classroom or laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Machines and equipment are logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐

	3	2	1
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the classroom or laboratory, at individual machines, and other work stations.	☐	☐	☐
7. Equipment and supplies, are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the laboratory area.	☐	☐	☐
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of classroom or laboratory management are based upon sound educational principles, and wherever possible, upon those methods most frequently found in business situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐
14. Pupil conduct is orderly and self disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐
17. The instructor has an adequate view of all classroom or laboratory areas under his jurisdiction.	☐	☐	☐
18. The number of work stations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient space is available for the number of pupils in the classroom.	☐	☐	☐
20. Obsolete equipment is replaced on a definite schedule.	☐	☐	☐
21. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐

COMMENT:

H. EVALUATION

	3	2	1
1. The business education program is evaluated yearly by the business education staff.	☐	☐	☐
2. The business education program is evaluated by specialists in the business education field at least once each five years.	☐	☐	☐
3. Business educational objectives are used to determine the evaluation procedures employed.	☐	☐	☐
4. The teacher maintains records of pupil progress.	☐	☐	☐
5. Pupils participate in self-evaluation of their own work.	☐	☐	☐
6. Objective techniques based upon business standards are used to evaluate the work of the pupils.	☐	☐	☐
7. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
8. Pupil aptitude and abilities are considered in evaluations.	☐	☐	☐
9. Evaluation is an intergral part of the instructional program.	☐	☐	☐
10. Pupil and program evaluation is a continuous process.	☐	☐	☐
11. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading.	☐	☐	☐
12. Follow-up records of graduates are available.	☐	☐	☐
13. Follow-up data of graduates is used to make necessary revisions in the program.	☐	☐	☐
14. Results of employment surveys, business surveys and job analysis are used in evaluation.	☐	☐	☐
15. Advisory committees are consulted for purposes of evaluating and improving the program.	☐	☐	☐
16. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical education program.	☐	☐	☐
17. Recommendations from previous evaluations have been implemented.	☐	☐	☐

COMMENT:

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?

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Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION H—DISTRIBUTIVE EDUCATION

Directions

- The items listed consist of general standards and practices that indicate good distributive education programs.
- Please check the items as follows:
  - Check column 3 if you consider the item an excellent aspect of your program.
  - Check column 2 if you would consider the item as average.
  - Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. Both the philosophy and objectives of distributive education are clearly defined and understood by the instructor and the pupils.	☐	☐	☐
2. A statement of objectives exists in written form for distributive education.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of the stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. Distributive education is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐
9. The local advisory committee has reviewed and approved written curriculum outlines.	☐	☐	☐
10. Agendas are retained showing work of local advisory committee.	☐	☐	☐

COMMENT:

B. ADMINISTRATION AND SUPERVISION

	3	2	1
1. The teaching load is commensurate with good practice.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. The rate of teacher turn-over is considered normal.	☐	☐	☐
4. A planned supervisory program is functioning for the continuous improvement of instruction in distributive education.	☐	☐	☐
5. The work experience program is carefully planned and is based on a memorandum of understanding.	☐	☐	☐

3 2 1

6. Complete reports of supervisory visits are available for review. ☐ ☐ ☐

7. Periodic program reviews of distributive education offerings are made by the professional staff. ☐ ☐ ☐

8. Provisions are made for instructional experimentation. ☐ ☐ ☐

9. If two or more teachers are in the department, one is appointed as department chairman. ☐ ☐ ☐

10. The department meets at least once a month to discuss problems of distributive education. ☐ ☐ ☐

11. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment, and furniture. ☐ ☐ ☐

12. There are opportunities for teachers to visit other schools and participate in professional meetings. ☐ ☐ ☐

13. The administrator, supervisor, or department head sees that:

    a. Continuous follow-up is made of the graduates of the distributive education program ☐ ☐ ☐

    b. Periodic employment surveys are made to determine opportunities in distributive occupations ☐ ☐ ☐

    c. Periodic business surveys are made to determine practices and equipment most appropriate for vocational training ☐ ☐ ☐

14. The department has a planned program to promote good public relations. ☐ ☐ ☐

15. Information for the public is considered as a continuous and basic need. ☐ ☐ ☐

16. Public relations practices are as follows:

17. Human relationships in living and working are an important phase of distributive education program. ☐ ☐ ☐

18. There is a separation of the high school distributive education program and the adult evening program. ☐ ☐ ☐

COMMENT:

C. TEACHERS

	3	2	1
1. A competent and adequate professional staff is available.	☐	☐	☐
2. Teachers are properly certificated and qualified for the subjects they are teaching.	☐	☐	☐
3. The teacher has had successful and appropriate work experience within the last 5 years.	☐	☐	☐
4. The teacher has received training in the modern methods of teaching distributive education subjects.	☐	☐	☐
5. The teacher has exhibited continued professional growth.	☐	☐	☐
6. The teachers are sensitive to the need for good community and school relations.	☐	☐	☐
7. Is active in the in-service teacher training program.	☐	☐	☐
8. Supports his professional organizations.	☐	☐	☐
9. The teacher has knowledge of laws and codes pertaining to occupations within his field.	☐	☐	☐
10. Is properly groomed and appropriately dressed for the instruction given.	☐	☐	☐

COMMENT:

D. CURRICULUM

	3	2	1
1. Provides sufficient subject offerings organized sequentially to provide adequate preparation for pupils with a wide range of abilities.	☐	☐	☐
2. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
3. Allows for experimentation by both the pupil and the teacher.	☐	☐	☐
4. Is organized around the skills and knowledge required for successful beginning employment.	☐	☐	☐
5. Shows evidence of adaptability to changing technological advances.	☐	☐	☐
6. In addition to skill development, the curriculum emphasizes the development of:			
a. Socially desirable traits	☐	☐	☐
b. Socially acceptable attitudes	☐	☐	☐
c. Social competencies	☐	☐	☐
d. Good work habits	☐	☐	☐
e. Pride in workmanship	☐	☐	☐
f. Competence in employer-employee relationships	☐	☐	☐
g. Competence in employee-employee relationships	☐	☐	☐
h. Competence in customer relationships	☐	☐	☐
i. Ethical business practice and standards	☐	☐	☐
j. Good personal grooming	☐	☐	☐
7. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
8. Provides a basis for post high school study.	☐	☐	☐
9. Is modified based upon studies of previous pupils, job opportunities, and business conditions.	☐	☐	☐
10. Is reviewed with craft or advisory committees.	☐	☐	☐
11. Provides opportunities for occupational mix.	☐	☐	☐
12. Includes plans for a career conference or some other desirable career guidance activity at least once each year.	☐	☐	☐
13. Provides an opportunity to participate in extra-curricular activities of the school.	☐	☐	☐
14. Provides for a co-curricular club program.	☐	☐	☐
15. Includes a club program that enhances the development of leadership abilities and a sense of individual responsibility.	☐	☐	☐

COMMENT:

E. INSTRUCTION

	3	2	1
1. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum.	☐	☐	☐
2. Classroom practices and procedures reflect the philosophy of distributive education.	☐	☐	☐
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. The course of study includes technical skills and related jobs, operations to be covered, and the theory and instructional methods to be used.	☐	☐	☐
5. The course of study provides for a sequential development of skills.	☐	☐	☐
6. Assignments are made on the basis of the pupil's past experiences in the laboratory.	☐	☐	☐
7. Attention is given to the special needs of individual pupils.	☐	☐	☐
8. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
9. Individual and remedial instruction is given as necessary.	☐	☐	☐
10. Classes in theory are conducted as a regular part of the total instructional program as the need arises.	☐	☐	☐
11. Instruction is adapted to new advances in methods of teaching and changing technology.	☐	☐	☐
12. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
13. Pupils are reasonably conversant in business terminology.	☐	☐	☐
14. The instructor attempts to develop in the pupil, a working knowledge of related occupations.	☐	☐	☐
15. Laboratory management approximates conditions found in business.	☐	☐	☐
16. Instruction is conducted at all times with regard for both pupil health and safety.	☐	☐	☐
17. The instructor utilizes the community resources as a part of his instructional program.	☐	☐	☐
18. The instructor carefully plans and prepares both his daily and long range lessons.	☐	☐	☐
19. Instruction sheets are used regularly.	☐	☐	☐
20. A regular testing program is an integral part of the program and covers both theory and practicum.	☐	☐	☐
21. Pupil achievement records are kept current.	☐	☐	☐

	3	2	1
22. Standards of performance acceptable in business are required of the pupil whenever feasible.	☐	☐	☐
23. The teacher utilizes a variety of techniques in his instruction.	☐	☐	☐
24. Outside preparation, such as reading assignments, reports, questions, etc., is a normal expectation of the pupil in the program.	☐	☐	☐
25. Pupil notebooks are required and checked periodically.	☐	☐	☐
26. The student-teacher ratio is not more than 1:25 per class.	☐	☐	☐
27. Adequate instructional materials and equipment are available and utilized and may include:			
a. Current trade and industrial journals and newspapers	☐	☐	☐
b. Business firm publications	☐	☐	☐
c. Instructional manuals	☐	☐	☐
d. Pamphlets and handbooks	☐	☐	☐
e. Study guides	☐	☐	☐
f. Specialized drills	☐	☐	☐
g. Courses of study	☐	☐	☐
h. Bulletin board display materials	☐	☐	☐
i. Basic texts and supplemental references	☐	☐	☐
j. Audio-visual materials	☐	☐	☐
k. Occupational monographs	☐	☐	☐
28. Typical samples of both school and commercial work are exhibited.	☐	☐	☐
29. Models, mock-ups. exploded views and other teaching aids are utilized.	☐	☐	☐
30. The administrator communicates with the teacher regarding state and federal regulations, pertaining to distributive education.	☐	☐	☐
31. The pupil has opportunity to survey an area of work related to his career objectives.	☐	☐	☐
32. Each senior pupil has a career objective of which his present program is an integral part.	☐	☐	☐
33. Individual instruction is based upon the written career objectives of the senior pupil.	☐	☐	☐
34. Instruction includes basic concepts for all pupils in addition to specific instruction related to the student's occupational specialization.	☐	☐	☐
35. An individual pupil project and research approach is used as a basic instruction method on the individual level.	☐	☐	☐
36. Improvement of customer services through stressing new methods and merchandise knowledge is an accepted part of the teaching program.	☐	☐	☐
37. The place of the worker in his relationship to his department and store organization are stressed in the instructional program.	☐	☐	☐
38. The importance of certain occupational skills and qualifications are emphasized in the instructional program.	☐	☐	☐

3 2 1

39. The participation activities for pupils are carefully planned as part of the instructional program especially during the first year of student exposure. ☐ ☐ ☐

40. The content of the program of instruction is derived from the functions of marketing and a knowledge of products and services in reference to the occupational objective of the pupil. ☐ ☐ ☐

41. The areas covered by group instruction are:

42. The areas covered by individual instruction are:

43. New business methods related to distributive education are emphasized. ☐ ☐ ☐

44. The importance of the guidance services is understood by pupils of distributive education. ☐ ☐ ☐

45. The distributive education teacher does the work of placement, coordination and follow-up of distributive education pupils in working situations. ☐ ☐ ☐

46. U. S. and/or Pennsylvania State Employment office is a partner in student placement. ☐ ☐ ☐

47. Special activities related to distributive education program are:

COMMENT:

COMMENT (Cont.)

F. FACILITIES

	3	2	1
1. Lavatory, water fountains and waste units are conveniently accessible.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. The distributive education classroom has:			
a. Adequate lighting	☐	☐	☐
b. Sufficient storage space for instructional materials, and supplies	☐	☐	☐
c. Filing facilities for both teacher and pupil needs	☐	☐	☐
d. Equipment similar to that found in local marketing agencies	☐	☐	☐
e. Darkening facilities such as lightproof shades, venetian blinds, and drapes	☐	☐	☐
4. There is an adequate sales laboratory or school store facility available for distributive education activities.	☐	☐	☐
5. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
6. Appropriate first aid facilities and services are available.	☐	☐	☐
7. Visual control and supervision of all auxiliary instructional areas are possible for the shop-laboratory instructor.	☐	☐	☐
8. The shop-laboratory is suitably equipped for a distributive education program.	☐	☐	☐
9. The shop-laboratory is well-planned and arranged for instructional purposes. The instructional arrangement simulates business practices.	☐	☐	☐
10. Ample storage is provided for a reserve supply of materials.	☐	☐	☐
11. A reference library of special reference materials is provided in the shop-laboratory.	☐	☐	☐
12. Aisles permit the free flow of traffic.	☐	☐	☐
13. Spacing between equipment is adequate.	☐	☐	☐
14. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
15. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
16. Provisions are made for the use of visual aids.	☐	☐	☐
17. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐

	3	2	1
18. Adequate facilities are available in the shop-laboratory for the program of instruction.	☐	☐	☐
19. Display cabinets are provided within the shop-laboratory.	☐	☐	☐

COMMENT:

G. CLASSROOM-LABORATORY MANAGEMENT

	3	2	1
1. The teacher considers the size of the classroom or laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The classroom or laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Equipment is logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the classroom and laboratory.	☐	☐	☐
7. Equipment and supplies, are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the laboratory area.	☐	☐	☐
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of classroom or laboratory are based upon sound educational principles, and wherever possible, upon those methods most frequently found in business situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐
14. Pupil conduct is orderly and self disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐

	3	2	1
17. The instructor has an adequate view of all classroom or laboratory areas under his jurisdiction.	☐	☐	☐
18. The number of work stations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient space is available for the number of pupils in the classroom.	☐	☐	☐
20. Obsolete equipment is replaced on a definite schedule.	☐	☐	☐
21. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐

COMMENT:

H. EVALUATION

	3	2	1
1. The teacher maintains records of pupil progress.	☐	☐	☐
2. Pupils participate in self-evaluation of their own work.	☐	☐	☐
3. Objective techniques based upon business standards are used to evaluate the work of the pupils.	☐	☐	☐
4. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
5. Pupil aptitude and abilities are considered in evaluations.	☐	☐	☐
6. Evaluation is an integral part of the instructional program.	☐	☐	☐
7. Pupil and program evaluation is a continuous process.	☐	☐	☐
8. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading.	☐	☐	☐
9. Follow-up records of graduates are available.	☐	☐	☐
10. Follow-up data of graduates is used to make necesssary revisions in the program.	☐	☐	☐
11. Advisory committees are consulted for purposes of evaluating and improving the program.	☐	☐	☐

	3	2	1
12. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical education program.	☐	☐	☐
13. Recommendations from previous evaluations have been implemented.	☐	☐	☐

COMMENT:

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION I—HOME ECONOMICS

Directions

- The items listed consist of general standards and practices that indicate good home economics programs.
- Please check the items as follows:

  Check column 3 if you consider the item an excellent aspect of your program.
  Check column 2 if you would consider the item as average.
  Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

I

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. Both the philosophy and objectives of vocational home economics education are clearly defined and understood by the instructor and the pupils.	☐	☐	☐
2. A statement of objectives exists in written form for vocational home economics.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of the stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. Vocational home economics education is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐
9. The local advisory committee has reviewed and approved written outlines.	☐	☐	☐
10. Agendas are retained showing work of local advisory committee.	☐	☐	☐

COMMENT:

B. ADMINISTRATION AND SUPERVISION

	3	2	1
1. The teaching load is commensurate with good practice.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. The rate of teacher turn-over is considered normal.	☐	☐	☐
4. A planned supervisory program is functioning for the continuous improvement of instruction in all areas of vocational home economics.	☐	☐	☐
5. There is a director or department head who helps in the supervisory and coordinating activities.	☐	☐	☐
6. Complete reports of supervisory visits are available for review.	☐	☐	☐

3 2 1

7. Periodic program reviews of vocational home economics offerings are made by the professional staff. ☐ ☐ ☐
8. Provisions are made for instructional experimentation.
9. If two or more teachers are in the department, one is appointed as department chairman. ☐ ☐ ☐
10. A department head of more than five teachers has at least two periods a day to devote to administrative and supervisory duties. ☐ ☐ ☐
11. The department meets at least once a month to discuss problems of vocational home economics. ☐ ☐ ☐
12. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment, and furniture. ☐ ☐ ☐
13. There are opportunities for teachers to visit other schools and participate in professional meetings. ☐ ☐ ☐
14. The administrator, supervisor, or department head sees that:
    a. A continuous follow-up is made of the graduates of the vocational home economics program. ☐ ☐ ☐
    b. Periodic employment surveys are made to determine opportunities in vocational home economics. ☐ ☐ ☐
    c. Periodic surveys are made to determine practices and equipment most appropriate for vocational training. ☐ ☐ ☐
15. The department has a planned program to promote good public relations. ☐ ☐ ☐
16. Parent and community reactions to the home economics program are invited. ☐ ☐ ☐
17. Guidance personnel consult and cooperate with the home economics staff in advising and scheduling students. ☐ ☐ ☐
18. The teacher is provided with an opportunity to make home visitations. ☐ ☐ ☐
19. The administration offers professional leadership in promoting and implementing the home economics program. ☐ ☐ ☐
20. The supervisory program provides for adequate assistance in meeting the needs of individual staff members of the home economics department. ☐ ☐ ☐
21. The supervisory staff provides leadership in implementing and evaluating the home economics program. ☐ ☐ ☐

COMMENT:

COMMENT (Cont.)

C. TEACHERS

	3	2	1
1. A competent and adequate professional staff is available.	☐	☐	☐
2. Teachers are properly certificated and qualified for the subjects they are teaching.	☐	☐	☐
3. The teacher has had successful and appropriate work experience within the last 5 years.	☐	☐	☐
4. The teacher has received training in the modern methods of teaching vocational home economics subjects.	☐	☐	☐
5. The teacher has exhibited continued professional growth.	☐	☐	☐
6. The teachers are sensitive to the need for good community and school relations.	☐	☐	☐
7. Supports her professional organizations.	☐	☐	☐
8. The teacher is active in the in-service training program.	☐	☐	☐
9. The teacher is properly groomed and appropriately dressed for the instruction given.	☐	☐	☐
10. Home economics teachers demonstrate a professional attitude toward the need for continuous improvement.	☐	☐	☐

COMMENT:

D. CURRICULUM

	3	2	1
1. Provides sufficient subject offerings organized sequentially to provide adequate preparation for pupils with a wide range of abilities.	☐	☐	☐
2. Administrators, supervisors, and teachers participate in planning and program development for home economics.	☐	☐	☐

	3	2	1
3. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
4. Allow for experimentation by both the pupil and the teacher.	☐	☐	☐
5. Is organized around the skills and knowledge required for successful beginning employment.	☐	☐	☐
6. Shows evidence of adaptability to changing technological advances.	☐	☐	☐
7. In addition to skill development, the curriculum emphasizes the development of:			
a. Socially desirable traits	☐	☐	☐
b. Socially acceptable attitudes	☐	☐	☐
c. Social competencies	☐	☐	☐
d. Good work habits	☐	☐	☐
e. Pride in workmanship	☐	☐	☐
f. Competence in employer-employee relationships	☐	☐	☐
g. Competence in employee-employee relationships	☐	☐	☐
8. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
9. Provides a basis for post high school study.	☐	☐	☐
10. Is modified based upon studies of previous pupils, job opportunities, and community needs.	☐	☐	☐
11. The home economics program avoids needless repetition with other areas and with previous instruction in home economics.	☐	☐	☐
12. The home economics program provides learning experiences to meet home and family life needs as well as vocational needs.	☐	☐	☐
13. The program of instruction includes the following areas:			
a. Family living	☐	☐	☐
b. Foods	☐	☐	☐
c. Nutrition	☐	☐	☐
d. Clothing and textiles	☐	☐	☐
e. Housing	☐	☐	☐
f. Home furnishings	☐	☐	☐
g. Home management	☐	☐	☐
h. Health, safety and sanitation	☐	☐	☐
i. Personal relations to family life	☐	☐	☐
j. Personal and family finance	☐	☐	☐
k. Child care and development	☐	☐	☐
l. Consumer knowledge and skills	☐	☐	☐
m. Esthetic and cultural values	☐	☐	☐

I

	3	2	1
n. Home nursing	☐	☐	☐
o. Home mechanics	☐	☐	☐
14. An opportunity for specialization in a student's area of interest is provided.	☐	☐	☐
15. Each grade level provides a variety of home economic experiences and activities.	☐	☐	☐
16. An opportunity is provided for participation in school and community activities.	☐	☐	☐
17. Home economics courses are correlated with other courses in the school where applicable.	☐	☐	☐
18. Boys have an opportunity for participation in the home economics program.	☐	☐	☐
19. Is reviewed with craft or advisory committees.	☐	☐	☐
20. Provides opportunities for occupational mix.	☐	☐	☐
21. Includes plans for a career conference or some other desirable career guidance activity at least once each year.	☐	☐	☐
22. Provides an opportunity to participate in extra curricular activities of the school.	☐	☐	☐
23. Provides for a co-curricular club program.	☐	☐	☐
24. Includes a club program such as the Future Homemakers of America that enhances the development of leadership abilities and a sense of individual responsibility.	☐	☐	☐

COMMENT:

E. INSTRUCTION

	3	2	1
1. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum.	☐	☐	☐
2. Classroom practices and procedures reflect the philosophy of vocational home economics education.	☐	☐	☐
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. There are local courses of study in all home economics subjects.	☐	☐	☐

	3	2	1
5. The course of study includes technical skills and related jobs, operations to be covered, and the theory and instructional methods to be used.	☐	☐	☐
6. The course of study provides for a sequential development of skills.	☐	☐	☐
7. Assignments are made on the basis of the pupils' past experiences in the laboratory.	☐	☐	☐
8. Attention is given to the special needs of individual pupils.	☐	☐	☐
9. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
10. Individual and remedial instruction is given as necessary.	☐	☐	☐
11. Classes in theory are conducted as a regular part of the total instructional program as the need arises.	☐	☐	☐
12. Instruction is adapted to new advances in methods of teaching and changing technology.	☐	☐	☐
13. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
14. Pupils are reasonably conversant in home economics terminology.	☐	☐	☐
15. The instructor attempts to develop in the pupil, a working knowledge of related occupations.	☐	☐	☐
16. Laboratory management approximates conditions found in related occupations.	☐	☐	☐
17. Instruction is conducted at all times with regard for both health and safety.	☐	☐	☐
18. The instructor utilizes the community resources as a part of her instructional program.	☐	☐	☐
19. The instructor carefully plans and prepares both her daily and long range lessons.	☐	☐	☐
20. Instruction sheets are used regularly.	☐	☐	☐
21. A regular testing program is an integral part of the program and covers both theory and practicum.	☐	☐	☐
22. Pupil achievement records are kept current.	☐	☐	☐
23. Standards of performance acceptable in occupational situations are required of the pupil whenever feasible.	☐	☐	☐
24. The teacher utilizes a variety of techniques in her instruction.	☐	☐	☐
25. Outside preparation, such as reading assignments, reports, questions, etc., is a normal expectation of the pupil in the program.	☐	☐	☐
26. Pupil notebooks are required and checked periodically.	☐	☐	☐
27. The student-teacher ratio is not more than 1:25 per class.	☐	☐	☐
28. Adequate instruction materials and equipment are available and utilized and may include:			
a. Homemaking magazines	☐	☐	☐
b. Home economics journals	☐	☐	☐
c. Commercial publications	☐	☐	☐
d. Instructional manuals	☐	☐	☐
e. Pamphlets and handbooks	☐	☐	☐
f. Study guides	☐	☐	☐

	3	2	1
g. Courses of study	☐	☐	☐
h. Bulletin board display materials	☐	☐	☐
i. Basic texts and supplemental references	☐	☐	☐
j. Samples of food and textiles	☐	☐	☐
k. Career guidance publications	☐	☐	☐
l. Consumer reports	☐	☐	☐
m. Household utensils	☐	☐	☐
n. Household cleaning equipment	☐	☐	☐
o. Commercial products	☐	☐	☐
29. New products and conditions are introduced into the instruction.	☐	☐	☐
30. Typical samples of both school and commercial production are exhibited.	☐	☐	☐
31. Models, mock-ups, exploded views and other teaching aids are utilized.	☐	☐	☐
32. The administrator communicates with the teacher regarding state and federal regulations, pertaining to vocational-technical education.	☐	☐	☐
33. Pupils are given responsbilities commensurate with their ability.	☐	☐	☐

COMMENT:

F. FACILITIES

	3	2	1
1. Lavatory, water fountains and waste units are provided in appropriate laboratories.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. Facilities create desirable surroundings that provide opportunities for:			
a. Experiences in all phases of home economics	☐	☐	☐
b. Flexible arrangement of equipment and furnishings	☐	☐	☐
c. Use of a variety of teaching procedures	☐	☐	☐

	3	2	1
4. Furnishings and equipment are chosen to create an attractive, comfortable atmosphere and to provide examples of tasteful and efficient planning.	☐	☐	☐
5. Equipment is equipped with proper safety devices.	☐	☐	☐
6. All switches and electrical controls are clearly marked.	☐	☐	☐
7. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
8. Appropriate first aid facilities and services are available.	☐	☐	☐
9. Visual control and supervision of all auxiliary instructional areas are possible for the laboratory instructor.	☐	☐	☐
10. The laboratory is suitably equipped with the necessary tools and equipment to educate pupils in vocational home economics occupations.	☐	☐	☐
11. The laboratory is well-planned and arranged for instructional purposes.	☐	☐	☐
12. Appliances are representative of those currently on the market.	☐	☐	☐
13. Suitable pupil storage facilities are provided for work in progress.	☐	☐	☐
14. Cabinets are provided for storage of utensils and small supplies.	☐	☐	☐
15. Ample storage is provided for those laboratories that maintain a reserve or seasonal supply of materials.	☐	☐	☐
16. A reference library of special reference materials is provided in each laboratory.	☐	☐	☐
17. Work stations are arranged for efficient operation.	☐	☐	☐
18. Aisles permit the free flow of traffic.	☐	☐	☐
19. Spacing between equipment is adequate.	☐	☐	☐
20. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
21. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
22. Provisions are made for the use of visual aids.	☐	☐	☐
23. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
24. Adequate facilities are available in the laboratory for the program of instruction.	☐	☐	☐
25. Display cabinets are provided within the shop-laboratory.	☐	☐	☐

I

COMMENT:

COMMENT (Cont.)

G. LABORATORY MANAGEMENT

	3	2	1
1. The teacher considers the size of the laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Equipment is logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the laboratory.	☐	☐	☐
7. Utensils, equipment and supplies, are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the laboratory.	☐	☐	☐
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of laboratory management are based upon sound educational principles, and wherever possible, upon those methods most frequently found in commercial situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐
14. Pupil conduct is orderly and self-disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐
17. The instructor has an adequate view of all laboratory areas under her jurisdiction during periods of equipment operation.	☐	☐	☐
18. The number of work stations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient work space is available for the number of pupils in the classroom.	☐	☐	☐
20. Models of ranges, sewing machines, refrigerators, and laundry equipment are replaced frequently.	☐	☐	☐
21. Adequate safety devices are provided throughout the laboratory.	☐	☐	☐
22. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐

COMMENT:

H. EVALUATION

	3	2	1
1. The home economics program is evaluated yearly by the home economics staff.	☐	☐	☐
2. The home economics program is evaluated by specialists in the home economics field at least once each five years.	☐	☐	☐
3. Home economics objectives are used to determine the evaluation procedures employed.	☐	☐	☐
4. The teacher maintains records of pupil progress.	☐	☐	☐
5. The pupil's social and emotional development is noted in anecdotal records.	☐	☐	☐
6. Pupils participate in self-evaluation of their own work.	☐	☐	☐
7. Pupils assist in selecting, planning, conducting and evaluating the learning activities.	☐	☐	☐
8. A variety of techniques are used to evaluate pupil progress and growth.	☐	☐	☐
9. Objective techniques based upon industrial standards are used to evaluate the work of the pupils.	☐	☐	☐
10. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
11. Pupil aptitude and abilities are considered in evaluations.	☐	☐	☐
12. Evaluation is an integral part of the instructional program.	☐	☐	☐
13. Pupil and program evaluation is a continuous process.	☐	☐	☐
14. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading.	☐	☐	☐
15. Follow-up records of graduates are available.	☐	☐	☐
16. Follow-up data of graduates is used to make necessary revisions in the program.	☐	☐	☐
17. Advisory committees are consulted for purposes of evaluating and improving the program.	☐	☐	☐

I

	3	2	1
18. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical education program.	☐	☐	☐
19. Recommendations from previous evaluations have been implemented.	☐	☐	☐
20. Home economics teachers acknowledge the need for self-evaluation as a means for improvement.	☐	☐	☐
21. Results of employment surveys, business surveys and job analysis are used in evaluation.	☐	☐	☐

COMMENT:

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?

Commonwealth of Pennsylvania

DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION J—TECHNICAL AND INDUSTRIAL

Directions

- The items listed consist of general standards and practices that indicate good shop-laboratory programs.
- Please check the items as follows:
  - Check column 3 if you consider the item an excellent aspect of your program.
  - Check column 2 if you would consider the item as average.
  - Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

NAME OF SHOP-LABORATORY ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. Both the philosophy and objectives of technical and industrial education are clearly defined and understood by the instructor and the pupils.	☐	☐	☐
2. A statement of objectives exists in written form for each shop-laboratory.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of the stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. Technical and industrial education is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐

COMMENT:

B. ADMINISTRATION AND SUPERVISION

	3	2	1
1. The teaching load is commensurate with good practice.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. The rate of teacher turn-over is considered normal.	☐	☐	☐
4. A planned supervisory program is functioning for the continuous improvement of instruction in all areas of vocational and technical education.	☐	☐	☐
5. There is a director or department head who helps in the supervisory and coordinating activities.	☐	☐	☐
6. Complete reports of supervisory visits are available for review.	☐	☐	☐

3 2 1

7. Periodic program reviews of vocational and technical offerings are made by the professional staff. ☐ ☐ ☐
8. Provisions are made for instructional experimentation. ☐ ☐ ☐
9. If two or more teachers are in the department, one is appointed as department chairman. ☐ ☐ ☐
10. A department head of more than five teachers has at least two periods a day to devote to administrative and supervisory duties. ☐ ☐ ☐
11. The department meets at least once a month to discuss problems of vocational-technical education. ☐ ☐ ☐
12. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment, and furniture. ☐ ☐ ☐
13. There are opportunities for teachers to visit other schools and participate in professional meetings. ☐ ☐ ☐
14. The administrator, supervisor, or department head sees that:
    a. A continuous follow-up is made of the graduates of the vocational-technical program. ☐ ☐ ☐
    b. Periodic employment surveys are made to determine opportunities in industrial occupations. ☐ ☐ ☐
    c. Periodic industry surveys are made to determine practices and equipment most appropriate for vocational training. ☐ ☐ ☐
15. The department has a planned program to promote good public relations. ☐ ☐ ☐

COMMENT:

C. TEACHERS

3 2 1

1. A competent and adequate professional staff is available. ☐ ☐ ☐
2. Teachers are properly certificated for the subjects they are teaching. ☐ ☐ ☐

	3	2	1
3. The teacher has had successful and appropriate work experience within the last 5 years.	☐	☐	☐
4. The teacher has received training in the modern methods of teaching vocational-technical subjects.	☐	☐	☐
5. The teacher has exhibited continued professional growth.	☐	☐	☐
6. The teachers are sensitive to the need for good community and school relations.	☐	☐	☐
7. Supports his professional organizations.	☐	☐	☐
8. The teacher is active in the in-service training program.	☐	☐	☐
9. The teacher is properly groomed and appropriately dressed for the instruction given.	☐	☐	☐
10. Teachers demonstrate a professional attitude toward the need for continuous improvement.	☐	☐	☐

COMMENT:

D. CURRICULUM

	3	2	1
1. Provides sufficient vocational subject offerings organized sequentially into several different curriculums to provide adequate preparation for pupils with a wide range of abilities.	☐	☐	☐
2. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
3. Allows for experimentation by both the pupil and the teacher.	☐	☐	☐
4. Is organized around the skills and knowledge required for successful beginning employment.	☐	☐	☐
5. Shows evidence of adaptability to changing technological advances.	☐	☐	☐
6. In addition to skill development, the curriculum emphasizes the development of:			
a. Socially desirable traits	☐	☐	☐
b. Socially acceptable attitudes	☐	☐	☐

	3	2	1
c. Social competencies	☐	☐	☐
d. Good work habits	☐	☐	☐
e. Pride in workmanship	☐	☐	☐
f. Competence in employer-employee relationships	☐	☐	☐
g. Competence in employee-employee relationships	☐	☐	☐
7. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
8. Provides a basis for post high school study.	☐	☐	☐
9. Is modified based upon studies of previous pupils, job opportunities, and trade conditions.	☐	☐	☐
10. Is reviewed with craft or advisory committees.	☐	☐	☐
11. Provides opportunities for occupational mix.	☐	☐	☐
12. Includes plans for a career conference or some other desirable career guidance activity at least once year.	☐	☐	☐
13. Provides an opportunity to participate in extra curricular activities of the school.	☐	☐	☐
14. Provides for a co-curricular club program.	☐	☐	☐
15. Emphasizes a club program that enhances the development of leadership abilities and a sense of individual responsibility.	☐	☐	☐

COMMENT:

E. INSTRUCTION

	3	2	1
1. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum.	☐	☐	☐

	3	2	1
2. Classroom practices and procedures reflect the philosophy of vocational-technical education.	☐	☐	☐
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. The course of study includes a complete trade analysis.	☐	☐	☐
5. The course of study includes technical skills and related jobs, operations to be covered, and the theory and instructional methods to be used.	☐	☐	☐
6. The course of study provides for a sequential development of skills.	☐	☐	☐
7. Assignments are made on the basis of pupils' past experiences in the shop.	☐	☐	☐
8. Attention is given to the special needs of individual pupils.	☐	☐	☐
9. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
10. Individual and remedial instruction is given as necessary.	☐	☐	☐
11. Classes in theory are conducted as a regular part of the total instructional program as the need arises.	☐	☐	☐
12. Instruction is adapted to new advances in methods of teaching and changing technology.	☐	☐	☐
13. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
14. Pupils are reasonably conversant in the terminology of the trade.	☐	☐	☐
15. The instructor attempts to develop in the pupil, a working knowledge of related occupations.	☐	☐	☐
16. Shop management approximates conditions found in industry.	☐	☐	☐
17. Instruction is conducted at all times with regard for both pupil health and safety.	☐	☐	☐
18. The instructor utilizes the community resources as a part of his instructional program.	☐	☐	☐
19. The instructor carefully plans and prepares both his daily and long range lessons.	☐	☐	☐
20. Instruction sheets are used regularly.	☐	☐	☐
21. A regular testing program is an integral part of the program and covers both theory and practicum.	☐	☐	☐
22. Pupil achievement records are kept current.	☐	☐	☐
23. Standards of performance acceptable in industry are required of the pupil whenever feasible.	☐	☐	☐
24. The teacher utilizes a variety of techniques in his instruction.	☐	☐	☐
25. Outside preparation, such as reading assignments, reports, questions, etc., is a normal expectation of the pupil in the program.	☐	☐	☐
26. Pupil notebooks are required and checked periodically.	☐	☐	☐
27. The student-teacher ratio is not more than 1:25 per class.	☐	☐	☐
28. Adequate instructional materials and equipment are available and utilized and may include:			
a. Current trade and industrial journals and newspapers	☐	☐	☐
b. Business firm publications	☐	☐	☐

	3	2	1
c. Instructional manuals	☐	☐	☐
d. Pamphlets and handbooks	☐	☐	☐
e. Study guides	☐	☐	☐
f. Specialized drills	☐	☐	☐
g. Courses of study	☐	☐	☐
h. Bulletin board display materials	☐	☐	☐
i. Basic texts and supplemental references	☐	☐	☐
j. Audio-visual materials	☐	☐	☐
k. Occupational monographs	☐	☐	☐
29. Typical samples of both school and industrial production are exhibited.	☐	☐	☐
30. Models, mock-ups, exploded views and other teaching aids are utilized.	☐	☐	☐
31. The administrator communicates with the teacher regarding state and federal regulations, pertaining to vocational-technical education.	☐	☐	☐

COMMENT:

F. FACILITIES

	3	2	1
1. Lavatory, fountain and common waste units are provided in each shop with adequate space.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. A master power control panel with lock is located in each shop. There are additional emergency stop buttons, if necessary, controlling all power in the shop.	☐	☐	☐

	3	2	1
4. Machines are equipped with proper safety devices.	☐	☐	☐
5. All switches and electrical controls are clearly marked.	☐	☐	☐
6. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
7. Appropriate first aid facilities and services are available.	☐	☐	☐
8. Visual control and supervision of all auxiliary instructional areas are possible for the shop-laboratory instructor.	☐	☐	☐
9. The shop-laboratory is suitably equipped with the necessary tools, machines and equipment to educate pupils in the trade or occupation in which the training is given.	☐	☐	☐
10. The shop is well-planned and arranged for instructional purposes. The instructional arrangement simulates industrial practices.	☐	☐	☐
11. Where applicable, assembly areas for large jobs are provided with clear working space.	☐	☐	☐
12. Suitable pupil job storage facilities are provided for work in progress.	☐	☐	☐
13. Tool panels are located near the work stations for regularly used tools and instruments.	☐	☐	☐
14. Tool cribs or cabinet are provided for storage of tools and small supplies.	☐	☐	☐
15. Ample storage is provided for those shop-laboratories that maintain a reserve or seasonal supply of materials.	☐	☐	☐
16. A reference library of special reference materials is provided in each shop-laboratory.	☐	☐	☐
17. Moving parts of machines are finished in a vivid color to attract attention.	☐	☐	☐
18. Quiet operating machines have red operating indicator lights.	☐	☐	☐
19. Noisy equipment is muffled and mounted on shock absorption material.	☐	☐	☐
20. Machines, work stations and tool panels are arranged for efficient operation.	☐	☐	☐
21. Aisles permit the free flow of traffic.	☐	☐	☐
22. Spacing between machines, benches and aisles is adequate.	☐	☐	☐
23. Machines are adequately guarded.	☐	☐	☐
24. An adequate clear floor space is provided in front of entrances, exits, tool panels and wash fountains.	☐	☐	☐
25. Non-portable equipment is secure to the floor or bench.	☐	☐	☐
26. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
27. Industrial type hand tools are utilized.	☐	☐	☐
28. Industrial machine tools are utilized.	☐	☐	☐
29. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
30. Provisions are made for the use of visual aids.	☐	☐	☐
31. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
32. Adequate facilities are available in the shop-laboratory for the program of instruction.	☐	☐	☐
33. Job display cabinets are provided within the shop-laboratory.	☐	☐	☐

COMMENT:

G. SHOP MANAGEMENT

	3	2	1
1. The teacher considers the size of the shop-laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The shop-laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Machines and equipment are logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the shop, at individual machines, and other work stations.	☐	☐	☐
7. Hand tools, equipment and supplies, are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the shop-laboratory area.	☐	☐	☐
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of shop management are based upon sound educational principles, and wherever possible, upon those methods most frequently found in industrial situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐
14. Pupil conduct is orderly and self disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐

	3	2	1
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐
17. The instructor has an adequate view of all shop areas under his jurisdiction during periods of machine operation.	☐	☐	☐
18. The number of work stations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient bench space is available for the number of pupils in the classroom.	☐	☐	☐
20. Obsolete equipment is replaced on a definite schedule.	☐	☐	☐
21. Adequate safety devices are provided throughout the shop.	☐	☐	☐
22. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐

COMMENT:

H. EVALUATION

	3	2	1
1. The teacher maintains records of pupil progress.	☐	☐	☐
2. Pupils participate in self-evaluation of their own work.	☐	☐	☐
3. Objective techniques based upon industrial standards are used to evaluate the work of the pupils.	☐	☐	☐
4. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
5. Pupil aptitude and abilities are considered in evaluations.	☐	☐	☐
6. Evaluation is an integral part of the instructional program.	☐	☐	☐
7. Pupil and program evaluation is a continuous process.	☐	☐	☐
8. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading.	☐	☐	☐
9. Follow-up records of graduates are available.	☐	☐	☐
10. Follow-up data of graduates is used to make necessary revisions in the program.	☐	☐	☐

3 2 1

11. Advisory committees are consulted for purposes of evaluating and improving the program. ☐ ☐ ☐

12. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical education program. ☐ ☐ ☐

13. Recommendations from previous evaluations have been implemented. ☐ ☐ ☐

COMMENT:

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?

Commonwealth of Pennsylvania

DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of Curriculum Development and School Evaluation
Division of Evaluation
Harrisburg

Vocational-Technical School Self-Evaluation

SECTION K—GENERAL SHOP-LABORATORY SURVEY

Directions

- The items listed consist of general standards and practices that indicate good shop-laboratory programs.
- Please check the items as follows:

  Check column 3 if you consider the item an excellent aspect of your program.
  Check column 2 if you would consider the item as average.
  Check column 1 if you feel this item is in need of improvement.
- If an item is not descriptive of your particular programs, mark it NA (not applicable).
- In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.
- List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL ....

SCHOOL DISTRICT ....

ADDRESS ....

COUNTY ....

PHONE ....

PERSON COORDINATING THIS SECTION ....

NAME OF SHOP-LABORATORY ....

DATE ....

A. PHILOSOPHY AND OBJECTIVES

	3	2	1
1. Both the philosophy and objectives of vocational-technical education are clearly defined and understood by the instructor and the pupils.	☐	☐	☐
2. A statement of objectives exists in written form for each area of instruction.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of the stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. Vocational and technical education is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐

COMMENT:

B. ADMINISTRATION AND SUPERVISION

	3	2	1
1. The teaching load is commensurate with good practice.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. The rate of teacher turn-over is considered normal.	☐	☐	☐
4. A planned supervisory program is functioning for the continuous improvement of instruction in all areas of vocational and technical education.	☐	☐	☐

3 2 1

5. There is a director or department head who helps in the supervisory and coordinating activities. ☐ ☐ ☐
6. Complete reports of supervisory visits are available for review. ☐ ☐ ☐
7. Periodic program reviews of vocational and technical offerings are made by the professional staff. ☐ ☐ ☐
8. Provisions are made for instructional experimentation. ☐ ☐ ☐
9. If two or more teachers are in the department, one is appointed as department chairman. ☐ ☐ ☐
10. A department head of more than five teachers has at least two periods a day to devote to administrative and supervisory duties. ☐ ☐ ☐
11. The department meets at least once a month to discuss problems of vocational-technical education. ☐ ☐ ☐
12. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment, and furniture. ☐ ☐ ☐
13. There are opportunities for teachers to visit other schools and participate in professional meetings. ☐ ☐ ☐
14. The administrator, supervisor, or department head sees that:
    a. A continuous follow-up is made of the graduates of the vocational-technical program. ☐ ☐ ☐
    b. Periodic employment surveys are made to determine opportunities for employment in the service area. ☐ ☐ ☐
    c. Periodic surveys are made to determine practices and equipment most appropriate for vocational-technical training. ☐ ☐ ☐
15. The department has a planned program to promote good public relations. ☐ ☐ ☐

COMMENT:

K

C. TEACHERS

	3	2	1
1. A competent and adequate professional staff is available.	☐	☐	☐
2. Teachers are properly certificated and qualified for the subjects they are teaching.	☐	☐	☐
3. The teacher has had successful and appropriate work experience within the last 5 years.	☐	☐	☐
4. The teacher has received training in the modern methods of teaching vocational-technical subjects.	☐	☐	☐
5. The teacher has exhibited continued professional growth.	☐	☐	☐
6. The teachers are sensitive to the need for good community and school relations.	☐	☐	☐
7. Supports his professional organizations.	☐	☐	☐
8. The teacher is active in the in-service training program.	☐	☐	☐
9. The teacher is properly groomed and appropriately dressed for the instruction given.	☐	☐	☐
10. Teachers demonstrate a professional attitude toward the need for continuous improvement.	☐	☐	☐

COMMENT:

D. CURRICULUM

	3	2	1
1. Provides sufficient subject offerings organized sequentially to provide adequate preparation for pupils with a wide range of activities.	☐	☐	☐
2. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
3. Allow for experimentation by both the pupil and the teacher.	☐	☐	☐
4. Is organized around the skills and knowledge required for successful beginning employment.	☐	☐	☐

	3	2	1
5. Shows evidence of adaptability to changing working conditions.	☐	☐	☐
6. In addition to skill development, the curriculum emphasizes the development of:			
a. Socially desirable traits	☐	☐	☐
b. Socially acceptable attitudes	☐	☐	☐
c. Social competencies	☐	☐	☐
d. Good work habits	☐	☐	☐
e. Pride in workmanship	☐	☐	☐
f. Competence in employer-employee relationships	☐	☐	☐
g. Competence in employee-employee relationships	☐	☐	☐
7. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
8. Provides a basis for post high school study.	☐	☐	☐
9. Is modified based upon studies of previous pupils, job opportunities, and working conditions.	☐	☐	☐
10. Is reviewed with craft or advisory committees.	☐	☐	☐
11. Provides opportunities for occupational mix.	☐	☐	☐
12. Includes plans for a career conference or some other desirable career guidance activity at least once a year.	☐	☐	☐
13. Provides an opportunity to participate in extra curricular activities of the school.	☐	☐	☐
14. Provides for a co-curriculuar club program.	☐	☐	☐
15. Includes a club program that enhances the development of leadership abilities and a sense of individual responsibility.	☐	☐	☐

COMMENT:

E. INSTRUCTION

	3	2	1
1. Work from outside the department is not accepted unless it contributes to the learning experience of the student, and does not disrupt the organization of the curriculum.	☐	☐	☐
2. Classroom practices and procedures reflect the philosophy of vocational-technical education.	☐	☐	☐
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. The course of study includes a complete job description.	☐	☐	☐
5. The course of study includes technical skills and related jobs, operations to be covered, and the theory and instructional methods to be used.	☐	☐	☐
6. The course of study provides for a sequential development of skills.	☐	☐	☐
7. Assignments are made on the basis of the pupils' past experiences in the shop-laboratory.	☐	☐	☐
8. Attention is given to the special needs of individual pupils.	☐	☐	☐
9. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
10. Individual and remedial instruction is given as necessary.	☐	☐	☐
11. Classes in theory are conducted as a regular part of the total instructional program as the need arises.	☐	☐	☐
12. Instruction is adapted to new advances in methods of teaching and changing technology of the area of study.	☐	☐	☐
13. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
14. Pupils are reasonably conversant in the terminology of the area of study.	☐	☐	☐
15. The instructor attempts to develop in the pupil, a working knowledge of related occupations.	☐	☐	☐
16. Shop-laboratory management approximates conditions found in industry or business.	☐	☐	☐
17. Instruction is conducted at all times with regard for both pupil health and safety.	☐	☐	☐
18. The instructor utilizes the community resources as a part of his instructional program.	☐	☐	☐
19. The instructor carefully plans and prepares both his daily and long range lessons.	☐	☐	☐
20. Instruction sheets are used regularly.	☐	☐	☐
21. A regular testing program is an integral part of the program and covers both theory and practicum.	☐	☐	☐
22. Pupil achievement records are kept current.	☐	☐	☐
23. Standards of performance acceptable in industry or business are required of the pupil whenever feasible.	☐	☐	☐
24. The teacher utilizes a variety of techniques in his instruction.	☐	☐	☐
25. Outside preparation, such as reading assignments, reports, questions, etc., is a normal expectation of the pupil in the program.	☐	☐	☐
26. Pupil notebooks are required and checked periodically.	☐	☐	☐

	3	2	1
27. The student-teacher ratio is not more than 1:25 per class.	☐	☐	☐
28. Adequate instructional materials and equipment are available and utilized and may include:			
a. Current trade and industrial journals and newspapers	☐	☐	☐
b. Business firm publications	☐	☐	☐
c. Instructional manuals	☐	☐	☐
d. Pamphlets and handbooks	☐	☐	☐
e. Study guides	☐	☐	☐
f. Specialized drills	☐	☐	☐
g. Courses of study	☐	☐	☐
h. Bulletin board display materials	☐	☐	☐
i. Basic texts and supplemental references	☐	☐	☐
j. Audio-visual materials	☐	☐	☐
k. Occupational monographs	☐	☐	☐
29. Typical samples of both school and industrial production are exhibited when feasible.	☐	☐	☐
30. Models, mock-ups, exploded views and other teaching aids are utilized.	☐	☐	☐
31. The administrator communicates with the teacher regarding state and federal regulations, pertaining to vocational-technical education.	☐	☐	☐

COMMENT:

F. FACILITIES

(NOTE: If an item is not descriptive of your particular program, mark in NA (not applicable).

	3	2	1
1. Lavatory, fountain and common waste units are provided in each shop with adequate space.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. A master power control panel with lock is located in each shop. There are additional emergency stop buttons, if necessary, controlling all power in the shop.	☐	☐	☐
4. Machines are equipped with proper safety devices.	☐	☐	☐
5. All switches and electrical controls are clearly marked.	☐	☐	☐
6. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
7. Appropriate first aid facilities and services are available.	☐	☐	☐
8. Visual control and supervision of all auxiliary instructional areas are possible for the shop-laboratory instructor.	☐	☐	☐
9. The shop-laboratory is suitably equipped with the necessary tools, machines and equipment to educate pupils in the trade or occupation in which the training is given.	☐	☐	☐
10. The shop-laboratory is well-planned and arranged for instructional purposes. The instructional arrangement simulates industrial practices.	☐	☐	☐
11. Where applicable, assembly areas for large jobs are provided with clear working space.	☐	☐	☐
12. Suitable pupil job storage facilities are provided for work in progress.	☐	☐	☐
13. Tool panels are located near the work stations for regularly used tools and instruments.	☐	☐	☐
14. Tool cribs or cabinet are provided for storage of tools and small supplies.	☐	☐	☐
15. Ample storage is provided for those shop-laboratories that maintain a reserve or seasonal supply of materials.	☐	☐	☐
16. A reference library of special reference materials is provided in each shop-laboratory.	☐	☐	☐
17. Moving parts of machines are finished in a vivid color to attract attention.	☐	☐	☐
18. Quiet operating machines have red operating indicator lights.	☐	☐	☐
19. Noisy equipment is muffled and mounted on shock absorption material.	☐	☐	☐
20. Machines, work stations and tool panels are arranged for efficient operation.	☐	☐	☐
21. Aisles permit the free flow of traffic.	☐	☐	☐
22. Spacing between machines, benches and aisles is adequate.	☐	☐	☐
23. Machines are adequately guarded.	☐	☐	☐
24. An adequate clear floor space is provided in front of entrances, exits, tool panels and wash fountains.	☐	☐	☐
25. Non-portable equipment is secure to the floor or bench.	☐	☐	☐
26. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
27. Industrial type hand tools are utilized.	☐	☐	☐

	3	2	1
28. Industrial machine tools are utilized.	☐	☐	☐
29. Machines are equipped with safety devices.	☐	☐	☐
30. Work stations are sufficient to meet the requirements of maximum enrollment.	☐	☐	☐
31. Provisions are made for the use of visual aids.	☐	☐	☐
32. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
33. Adequate facilities are available in the shop-laboratory for the program of instruction.	☐	☐	☐
34. Job display cabinets are provided within the shop-laboratory.	☐	☐	☐

COMMENT:

G. SHOP-LABORATORY MANAGEMENT

	3	2	1
1. The teacher considers the size of the shop-laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The shop-laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Machines and equipment are logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the shop, at individual machines, and other work stations.	☐	☐	☐
7. Hand tools, equipment and supplies, are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the shop-laboratory area.	☐	☐	☐

	3	2	1
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of shop management are based upon sound educational principles, and wherever possible, upon those methods most frequently found in industrial-business situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐
14. Pupil conduct is orderly and self disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐
17. The instructor has an adequate view of all shop-laboratory areas under his jurisdiction during periods of machine operation.	☐	☐	☐
18. The number of work stations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient bench space is available for the number of pupils in the classroom.	☐	☐	☐
20. Obsolete equipment is replaced on a definite schedule.	☐	☐	☐
21. Adequate safety devices are provided throughout the shop-laboratory.	☐	☐	☐
22. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐

COMMENT:

H. EVALUATION

	3	2	1
1. The teacher maintains records of pupil progress.	☐	☐	☐
2. Pupils participate in self-evaluation of their own work.	☐	☐	☐

	3	2	1
3. Objective techniques based upon industrial standards are used to evaluate the work of the pupils.	☐	☐	☐
4. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
5. Pupil aptitude and abilities are considered in evaluations.	☐	☐	☐
6. Evaluation is an integral part of the instructional program.	☐	☐	☐
7. Pupil and program evaluation is a continuous process.	☐	☐	☐
8. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading.	☐	☐	☐
9. Follow-up records of graduates are available.	☐	☐	☐
10. Follow-up data of graduates is used to make necessary revisions in the program.	☐	☐	☐
11. Advisory committees are consulted for purposes of evaluating and improving the program.	☐	☐	☐
12. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical education program.	☐	☐	☐
13. Recommendations from previous evaluations have been implemented.	☐	☐	☐

COMMENT:

K

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?